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ABSTRACT

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on literature--helping students to understand and appreciate it, and using literature to improve reading and writing skills. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

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LITERATURE

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ERIC/RCS Special Collection 8: Literature

What Are ERIC/RCS Special Collections?

Each *ERIC/RCS Special Collection* contains ten or more *Digests* and *FAST Bibs* offering a variety of viewpoints on selected topics of interest and importance in contemporary education. ERIC *Digests* are brief syntheses of the research that has been done on a specific topic. *FAST Bibs* (Focused Access to Selected Topics) are annotated bibliographies with selected entries from the ERIC database. Both *Digests* and *FAST Bibs* provide up-to-date information in an accessible format.

Our *Special Collections* are intended as a resource that can be used quickly and effectively by teachers, students, administrators, researchers, policy makers, and parents. The *Digests* may be consulted for a summary of, or a particular viewpoint on, the research in an area, while the *FAST Bibs* may be used as the start of a more extensive look at what is available in the ERIC database on a subject of interest.

LITERATURE

The focus of this *Special Collection* is literature—helping students to understand and appreciate it, and using literature to improve their reading and writing skills. The enyoyment of literature can be a path to a lifetime of reading. The items included cut across grade and age levels.

Literature—Which Definition Should We Use?

The term *literature* is used in many different ways within the field of language-arts education. For some people, the word refers only to the classics of Western civilization, while other people use the term for any materials (prose, poetry, magazine articles, books, newspapers, whatever) published in their original form, rather than as part of an anthology. Still another definition is "all the material on a particular topic"—for example, the *emergent literacy literature*. In this introduction, we use the term *literature* to mean good writing in various genres for different age groups and audiences. (My personal list would include *Make Way for Ducklings*, *A Day No Pigs Would Die*, *The Diary of Anne Frank*, and *The Adventures of Huckleberry Finn* in this category.) Admittedly, one person's list of "good" writing may be quite different from another's.

Literature and Reading Instruction

For a number of years, most reading instruction in the early grades in the United States has been done using basal readers, which contain excerpts from children's books as well as specially-written stories and articles. Now, many educators are using "real" books again. The publishers of basal readers are responding to this trend by including unabridged stories by famous authors in their new editions. Good teachers, of course, have always encouraged students to use their classroom, school, and public libraries to find whole books at the appropriate reading level, either to supplement basal reading instruction or as the core of an individualized reading program.

In one of the *Digests* in this collection, *Integrating Literature into Middle School Reading Classrooms*, Jerry Johns and Susan Davis describe a number of ways to use folktales, drama, poetry, and realistic fiction. They also suggest different ways in which students might respond to literature that is read aloud or which they read silently. One of these ways is writing in response journals.

Another *Digest* in this collection is entitled *Using Literature to Teach Reading*. The author, Nola Kortner Aiex, refers to some recent studies that support the success of a literature-based approach to literacy for many different types of students. Aiex contends that "As children grow and develop, the refining of the basic skills that make up the language arts—listening, speaking, reading, and writing—is accomplished more easily in an environment that offers the varied language experiences that come with literature."

Michael Shermis has collected a number of resources from the ERIC Database in a bibliography entitled *Classics, Folklore, and Mythology in the Classroom*. These articles and books provide suggestions for teaching all these categories of literature.

Which Literature is Being Taught?

Arthur Applebee, in the *Digest* entitled *Book-Length Works Taught in High School English Courses*, describes the results of a study conducted recently by the Center for the Learning and Teaching of Literature. He concludes that "The ten titles most frequently taught in public, Catholic, and independent schools for Grades 9-12 are remarkable for their consistency more than their differences...." and that the 'canon' has shown little change between 1963 and 1989. In the lists of books required for study, little recognition is paid to the works of women or of minority authors.

The authors of two other *Digests* in this collection (*Humanities in the English Classroom*, by Hilary Taylor Holbrook, and *Issues Affecting High School Literature Programs*, by Holly O'Donnell) also discuss the teaching of literature in high school English classrooms—students' reading interests, which literature is being taught, and suggestions for multidisciplinary instructional techniques. In a *Digest* entitled *Literature as Lessons on the Diversity of Culture*, Nola Aiex reviews the resources available in the ERIC database for teachers and administrators who wish to offer their students varied literary and cultural experiences as they study literature.

Approaches to Literature Instruction

Sharon Pugh, in a *Digest* entitled *Teaching Children to Appreciate Literature: Two Complementary Approaches*, suggests two basic approaches to teaching literature at any level—the structural (traditional literary analysis) and the reader-response approaches:

> *While they may be viewed as opposites, they are more productively regarded as complementary. Structural analsysis provides the terms and concepts that help readers interpret and discuss literature, while reader response emphasizes the integrated experience an individual has with a text, with the reader's personal response having primacy over formal knowledge of textual characteristics.*

She goes on to make a strong case for beginning with reader response. "If done without first establishing the personal relationship by which the reader breathes life into a text, formal analysis is likely to resemble an autopsy."

Many teachers are drawing on reader-response theory as they develop plans for literature instruction. The ERIC database offers a number of sources that can assist teachers in making use of this theory and various perspectives on how to implement it. Some of these sources have been collected by Michael Shermis in an annotated bibliography called *Reader Response* (*FAST Bib* No. 22).

A *Digest* on a related topic is entitled *Transactional Theory in the Teaching of Literature*. R. E. Probst asserts the following:

> *Transactional theory does not deny the validity of other approaches to literature. Historical, biographical, and cultural perspectives may all yield insight into literature. But it does assert that the fundamental literary experience is the encounter of a reader, a unique individual, with a text....*
>
> *Knowledge—especially knowledge of literature—is not something...the teacher can give to the student. Rather, it is to be created by the individual through exchanges with texts and other readers.*

Materials that would be helpful in pursuing structural analysis of a particular text, and combining that with historical, biographical, and cultural perspectives on the work, may be found in the ERIC database.

Judith Langer, Co-Director of the Center for the Learning and Teaching of Literature, has written a *Digest* that is part of this collection: *A New Look at Literature Instruction*. For the past few years, Langer has been working on the development of an underlying theory for the teaching of literature—studying the nature of literary understanding, as differentiated from other sorts of understanding. She suggests that "the reading of literature...involves a great deal of critical thought—particularly characterized by the exploration of possibilities."

How Well Is the Understanding of Literature Assessed?

Alan Purves, in a *Digest* entitled *Testing Literature: The Current State of Affairs*, says: "...the nation's testing programs devote a great deal of energy to testing reading and writing, but they fail to treat literature and cultural literacy seriously....The tests focus on literal comprehension and on the reading of prose fiction. Poetry and drama are seldom included. If literature and its artistic aspects are not made important in those tests which affect students' lives and influence teaching, no wonder that students' knowledge and appreciation are as poor as critics of the schools...claim they are."

In a sweeping indictment of most current U.S. tests that try to assess understanding of literature, Purves maintains that multiple-choice questions in these tests focus attention on text comprehension at a relatively low level of understanding, with a somewhat higher level required to answer essay questions. "The power of literature to capture the imagination of the reader remains unexplored in most assessments, which treat the texts as if they were no different from articles in encyclopedias or research reports."

Literature and Writing

Literature may be used to foster invention in students' own writing; conversely, writing may be used as a way to understand various kinds of literature. In a bibliography in this collection, *Writing and Literature (FAST Bib* No. 29), Michael Shermis has listed some of the materials available in the ERIC database, including avariety of teaching strategies to strengthen connections between students' own writing and the study of literature.

Reading Aloud to Students

Researchers have recently underscored the importance of what many parents and teachers have been doing with young children for a long time—reading aloud and talking about the stories being read and listened to. People are now realizing that reading aloud is extremely beneficial for older students as well, even those who read well on their own. Even grownups enjoy being read to! Teachers, as well as parents, are being encouraged to read aloud, and so are children.

Developing positive attitudes toward reading is just one of the benefits of reading aloud. It also provides opportunities to introduce students to literature, and it encourages language and vocabulary development. Discussions often arise quite naturally from the shared experience of hearing a passage, or an entire book, read aloud. Reading aloud can also provide a stimulus for writing and further silent reading. An annotated bibliography on this topic is part of this collection: *FAST Bib* No. 49, *Reading Aloud to Students*, by Jerry Johns and Joelle Schlesinger.

Selecting Reading Materials

How do you choose appropriate materials for different sorts of readers? These *FAST Bibs* provide annotated bibliographies on the subject: *Trade Books in the K-12 Classroom*, by Jerry Johns and Susan Schuengel; and *Reading Material Selection: K-12*, by Ruth Eppele.

Other Issues

Other materials in this collection deal with teaching poetry, vocabulary instruction, the use of metaphor in science education, and gender stereotypes in children's literature.

Our intention is to help you become more familiar with some of the issues and research on teaching about, and understanding and appreciation, literature at various levels. We hope you will find this *Special Collection* useful.

More Information from the ERIC Database

In addition to the citations in the *Digests* and *FAST Bibs* included in this collection, other resources may be found by searching the ERIC database. A few of the terms that would be useful in a search are these: Literature-, Literature-Appreciation, Adolescent-Literature, Childrens-Literature, Classical-Literature. If you need help with a search, please contact User Services at ERIC/RCS (812-855-5847).

Materials Available from the ERIC/RCS Clearinghouse:

These materials, available from ERIC/RCS at Indiana University, may be of interest to you:

For Teachers:

Teaching the Novel,
by Becky Alano

Critical Thinking, Reading, and Writing,
by Mary Morgan and Michael Shermis

Reading Strategies for the Primary Grades,
by Kim and Claudia Kätz

Language Arts for Gifted Middle School Students,
by Susan J. Davis and Jerry L. Johns

For Teachers and Administrators:

ERIC/RCS *Special Collection 5: Writing*

ERIC/RCS *Special Collection 6: Reading–Elementary*

ERIC/RCS *Special Collection 7: Reading–Middle & Secondary*

ERIC/RCS *Special Collection 13: Whole Language and Integrated Language Arts*

For Parents:

101 Ideas to Help Your Child Learn to Read and Write,
by Mary and Richard Behm

Helping Your Child Become a Reader,
by Nancy L. Roser

Beginning Literacy and Your Child,
by Steven B. and Linda R. Silvern

How Can I Prepare My Young Child for Reading?
by Paula C. Grinnell

Creating Readers and Writers,
by Susan Mandel Glazer

You Can Help Your Young Child with Writing,
by Marcia Baghban

Encouraging Your Junior High Student to Read,
by John Shefelbine

You Can Encourage Your High School Student to Read,
by Jamie Myers

For Parents and Children.

Parents and Children Together–This monthly audio journal (magazine plus audio cassette) is for children, ages 4 to 10, and their parents. Each issue contains suggestions and information for parents, and read-along stories for parents and children to enjoy together.

To order any of these materials, please use the form at the end of this collection.

Ellie Macfarlane, ERIC/RCS Associate Director
Series Editor, *Special Collections*

ERIC Digest

Clearinghouse on Reading and Communication Skills EDO-CS-91-08

Indiana University
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A New Look at Literature Instruction

by Judith Langer

The teaching of literature is not well understood in American schools. It is often considered a way to indoctrinate students into the cultural knowledge, good taste, and high culture of our society, but its role in the development of the sharp and critical mind is largely ignored. And so, when budgets are cut, literature is high on the list of expendables, and when critical thinking is in, English teachers are asked to do as everyone else, teach critical reading for particular right answers.

In secondary schools there has been no major change in conceptualizing literature instruction in the past 25 years (except for what individual teachers have been doing). While there has been extensive change in English classes, the concern has been primarily with writing. And despite the fact that more than 80% of the writing that goes on in English classes is about literature, there has been little recent research on the teaching of literature. English and language arts teachers have come to feel schizoid in their classes, using process-oriented approaches to writing, and very traditional approaches to the teaching of literature.

No research in literature has attempted to help it keep pace with what we've learned about writing theory—or learning theory. In particular, there has been virtually no study of how students come to understand literature parallel to the study of the writing process.

Across the years, scholars have made distinctions between literary and scientific thought—suggesting that together they form the multiple sources of reason we can draw upon when constructing meaning. For instance, Suzanne Langer speaks of subjective and objective realities, Louise Rosenblatt speaks of aesthetic and efferent readings, and Jerome Bruner speaks of narrative and paradigmatic thought. However, none of these has been systematically studied.

Related works suggests that literary thinking is a natural and necessary part of the well-developed intellect. A series of studies show that doctors, physicians, and lawyers use both modes of thought to solve problems. A recent study at Xerox Parc demonstrated that machine repairers use storytelling to solve their problems.

Yet nonetheless the literary way of thinking has been largely unexplored. We know a lot about scientific, but not about literary (or subjective, or aesthetic understanding). And the teaching of literature has become "rudderless"—without a strong theory of what it's about.

For the past few years, Judith Langer has been developing an underlying theory for the teaching of literature. To do this, she has been studying the nature of literary understanding, and identifying the ways in which the understanding of literature differs from understanding other coursework. She has been using this information as a way to rethink instruction.

Her studies show that during reading, there are a series of relationships the reader takes toward the text—each adding a somewhat different dimension to the reader's growing understanding of the piece.

The four major stances in the process of understanding are:

Being Out and Stepping Into an Envisionment

In this stance, readers attempt to make initial contacts with the genre, content, structure, and language of the text by using prior knowledge, experiences, and surface features of the text to "identify" essential elements in order to begin to construct an envisionment.

Judith Langer is Co-Director of the Center for the Learning and Teaching of Literature, SUNY/Albany.

Being In and Moving Through an Envisionment

In this stance, readers are immersed in their understandings, using their previously-constructed envisionments, prior knowledge and the text itself to further their creation of meaning. For the reader, meaning-making moves along with the text. In this stance, for example, the reader may be caught up in a story or may be carried along by the argument of a non-literary work.

Stepping Back and Rethinking What One Knows

In this stance, readers use their envisionments to reflect on their own previous knowledge or understandings. While prior knowledge informs their envisionments in the other stances, in this case readers use their envisionments to rethink what they already know.

Stepping Out and Objectifying the Experience

In this stance, readers distance themselves from their envisionments, reflecting on and reacting to the content, to the text, or to the reading experience itself.

These stances are not linear, can occur and recur at any point in the reading, and help us understand where to provide support in helping students move through the process.

While readers work through these stances in reading both literary and non-literary works, their orientation toward meaning—what they're after—differs substantially. Langer describes readers' orientations toward literary and nonliterary readings in the following ways:

Reaching toward a Horizon of Possibilities

During the reading of literature, the sense of the whole changes and develops as the envisionment unfolds—it exists as a constantly moving *horizon of possibilities.* These possibilities emerge out of the envisionment itself, focusing on the human situation with all its uncertainties and ambiguities—bringing to bear all the reader knows about people, situations, relationships, and feelings. The reading of literature is guided by inquisitiveness, by the opening of possibilities. Readers take each idea they read and try to understand it in terms of their sense of the whole, rather than as a stepping stone along the way. They clarify ideas as they read and relate them to the growing and changing horizon—that horizon modifies the parts and the parts modify the horizon. They do this by searching feelings, intentions, motivations, implications, assumptions, values, and attitudes.

Maintaining a Point of Reference

In non-literary contexts, on the other hand, the sense of a the whole provides a steady *reference point.* As the envisionment unfolds, the new details may clarify the nature of the whole, but they rarely change it. The reader relies on the constancy or sense of the whole in order to monitor initial understandings (or misunderstandings) of the details. Thus, although readers of both literary and non-literary texts continually maintain a sense of the whole, the nature of this whole is somewhat different. Their understanding of literary texts seems to be constrained by their notions of human (or imaginary) possibility, while their understanding of non-literary texts seems to be constrained by their perceptions of the topic.

The reading of literature, then, involves a great deal of critical thought—particularly characterized by the exploration of possibilities. But it is different from the kinds of thinking that students engage in when they read science or social studies pieces, where the pattern is to use the content they read to gain facts.

These notions, both the stances and orientations toward meaning, provide useful guidelines for teachers to use in support of students' processes of "coming to understand."

For further information, see ED 315 755, Langer, Judith (1989), *The Process of Understanding Literature,* Report Series 2.1. May be purchased from Center for the Learning & Teaching of Literature, 1400 Washington Avenue, University at Albany, Albany, NY 12222, price $5.00.

Additional Readings

Hynds, Susan. "Bringing Life to Literature and Literature to Life: Social Constructs and Contexts of Four Adolescent Readers." *Research in the Teaching of English,* 23 (1) February 1989, 30-61. [EJ 385 125]

Iser, Wolfgang. *The Act of Reading.* Baltimore: Johns Hopkins University Press, 1978.

Langer, Judith. "The Process of Understanding: Reading for Literary and Information Purposes." *Research in the Teaching of English,* 24 (3) October 1990, 229-60. [EJ 414 747]

Langer, Judith. *Literary Understanding and Literature Instruction,* Report Series 2.11. Albany: Center for the Learning and Teaching of Literature, 1991. [CS 212 918]

Purcell-Gates, Victoria. "On the Outside Looking In." *Research in the Teaching of English,* forthcoming issue.

ERIC Digest

Clearinghouse on Reading and Communication EDO-CS-90-08

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Testing Literature: The Current State of Affairs

by Alan C. Purves

Many who have seen Robin Williams as Mr. Keating in *Dead Poet's Society* have said that things aren't that way now.The schools don't treat literature as a set of dead facts that can be weighed and measured. Mr. Keating was a voice in the wilderness of the 1950's but things have changed now. Or have they? If you look at the tests that face today's students, you would see that Mr. Keating has been thoroughly routed from the schools. Such are the findings of a new report of the Center for The Learning and Teaching of Literature at the University at Albany, which is sponsored by the Office of Educational Research and Improvement of the United States Department of Education and by the National Endowment for the Arts.

The nation's testing programs devote a great deal of energy to testing reading and writing, but they fail to treat literature and cultural literacy seriously. The artistic aspects of literature and the cultural heritage of our society are not reflected in the nation's tests and as a result lead to neglect by the schools. The tests focus on literal comprehension and on the reading of prose fiction. Poetry and drama are seldom included. If literature and its artistic aspects are not made important in those tests which affect students' lives and influence teaching, no wonder that students' knowledge and appreciation are as poor as critics of the schools like E. D. Hirsch, Jr., Diane Ravitch, and Allan Bloom claim they are.

State Policies

The study includes a census of the state assessment offices to find out the states' policy towards literature learning and its testing. (See Table.) Testing of learning in literature is not emphasized as a separate topic by most states, but is treated as an aspect of reading. What this means in practice is that reading assessments either include some passages from literary works in their mix of sources of texts or include a literature section as a sub-test within a reading assessment. Only two states have a humanities assessment and thus include literature as an aspect of general cultural and intellectual history. Fewer than a quarter of the states (mostly in the Northeast) measure student knowledge of specific authors and titles, literary terminology, or general cultural information, and only two of the states report that these particular measures are used to help determine promotion or graduation. Reading is important in state assessment or competence tests, but literature plays a minor role.

Content versus Knowledge

The second part of the study was an analysis of all of the published tests produced for secondary school students including those in anthology series and those used in the state assessments. The analysis covered the sorts of knowledge and skill that were measured. Most of the tests use multiple-choice questions. Almost universally, the focus of the questions is on the comprehension of content, particularly on the meaning of specific parts or of the main idea or theme of a passage which is given to the student to read. Only in college placement tests is there some emphasis on knowledge, primarily of authors and titles. As to aspects of the text other than content, there is relatively scant attention paid, and notably absent from the tests are any items dealing with such artistic characteristics of literature as language, structure, and point of view.

Typical Tests

When one turns to the critical skills demanded in these tests, a similar pattern emerges. The vast majority of the items in all tests focus on recognition and recall and on the application of knowledge to the given text. There is relatively little attempt to

Alan C. Purves is a Director of the Center for Learning and Teaching of Literature, SUNY / Albany.

deal with such complex mental operations as analysis, interpretation, and generalization.

A typical test will have a two-paragraph excerpt from a novel or story and follow it with three or four questions like these fictitious examples:

- In line 10, the word rogue means: a) stranger, b) out of control, c) colored with red, d) falling apart
- The two people are: a) father and son, b) brothers, c) husband and wife, d) strangers
- This section is about: a) the end of an adventure, b) the relationship between people and animals, c) the climax of a journey, d) the break-up of a family

Such questions hardly tap the imaginative power of fiction or drama; in fact they reduce them to the level of textbooks where the knowledge is factual. Some of the published texts go so far as to ask true or false questions like: *Huckleberry Finn is a good boy,* or *Hamlet is Mad.* As a result, students find that they do not have to read the selection; they can turn to plot summaries or simplified study guides.

Summary and Conclusions

In summary, multiple-choice questions focus their attention on text comprehension at a relatively low level of understanding. They do so without clear differentiation between reading a literary selection and reading a non-literary one; any text is viewed as having content that can be easily summarized into a single main idea, point, gist, or theme. When a test includes an essay question, the level is higher. Most of the essays call for some sort of summary or critical comment, usually addressed to the content of the selection and its interpretation. There is little emphasis on form or aesthetic judgment.

By and large the tests that now exist in the United States do not live up to the standards set by the examination systems of countries in which student achievement in literature is high. There is little focus on students' abilities to penetrate a text or to use the array of cultural and literary knowledge that should have been made available to them. The power of literature to capture the imagination of the reader remains unexplored in most assessments, which treat the texts as if they were no different from articles in encyclopedias or research reports. This state of affairs is contrary to the type of approach to literature that Mr. Keating espoused.

A copy of the complete report, P. Brody, C. DeMilo, and A. C. Purves, *The Current State of Assessment in Literature* Report Series 3.1 is available from the Center for the Learning and Teaching of Literature, University at Albany, State University of New York, 1400 Washington Avenue, Albany, NY 12222 and through the ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698. [ED 315 765]

Table: State Assessments of Literature Achievement 1987-1988 School Year

How Literature is Assessed (n=number of states	Northeast (n=11)	Southeast (n=13)	Central (n=12)	West (n=15)	Total (n=51)
As a Separate Area					
Commercial Test	0	0	0	0	0
State Developed	3	0	1	1	5
Both	0	0	0	0	0
Through Reading					
Commercial Test	3	1	4	1	9
State Developed	5	1	1	3	10
Both	0	8	1	3	12
Through Writing					
Commercial Test	0	0	0	0	0
State Developed	1	0	1	1	3
Both	0	0	0	0	0
Through Humanities					
Commercial Test	0	0	0	0	0
State Developed	2	0	0	0	2
Both	0	0	0	0	0
Total Assessing					
Literature in Any	8	10	6	7	31
Percent of States	73%	77%	50%	47%	61%

Sample was the 50 U.S. States and Washington, D.C.

ERIC Digest

Clearinghouse on Reading and Communication Skills EDO-CS-90-05

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Book-Length Works Taught in High School English Courses

by Arthur N. Applebee

The Center for the Learning and Teaching of Literature has recently completed a study of the book-length works taught in high school English programs. The study is part of a series of related studies of content and approaches in the teaching of English that the Center will carry out over the next several years. Together, these studies will provide a comprehensive picture of what is being taught, to whom, for what reasons, and under what constraints. Such a portrait is an essential first step in any reassessment of the literature curriculum, providing a necessary reference point for any systematic attempts at reform.

To learn more about the book-length works that students are actually reading, the Literature Center conducted a national survey of book-length works currently being taught in public, parochial, and independent secondary schools. To provide some basis for understanding the results, the survey replicated a study completed 25 years earlier, in the spring of 1963 (Anderson, 1964). In both studies, department chairs were asked to list for each grade in your school the book-length works of literature which all students in any English class study. Four different samples of schools were surveyed: 1) public schools, Grades 7-12; 2) independent schools, Grades 9-12; 3) Catholic schools, Grades 9-12; and 4) urban public schools, Grades 7-12, from communities of 100,000 or more.

Highlights

- The ten titles most frequently taught in public, Catholic, and independent schools for Grades 9-12 are remarkable for their consistency more than their differences: the titles included in the top ten are identical in the public and Catholic school samples, and nearly so in the independent schools.

Public	Catholic	Independent
Romeo and Juliet	Huckleberry Finn	Macbeth
Macbeth	The Scarlet Letter	Romeo and Juliet
Huckleberry Finn	Macbeth	Huckleberry Finn
Julius Caesar	To Kill a Mockingbird	The Scarlet Letter
To Kill a Mockingbird	The Great Gatsby	Hamlet
The Scarlet Letter	Romeo and Juliet	The Great Gatsby
Of Mice and Men	Hamlet	To Kill a Mockingbird
Hamlet	Of Mice and Men	Julius Caesar
The Great Gatsby	Julius Caesar	The Odyssey
Lord of the Flies	Lord of the Flies	Lord of the Flies

- When results are compiled by author rather than title, Shakespeare, Steinbeck, Twain, Dickens, and Miller are the five most popular authors in all three samples. Lee and Hawthorne also are included in the top ten in each list. The only major variation in the top ten concerns the place of Classical literature, which is stressed somewhat more in the Catholic schools (Sophocles ranks 7th) and the independent schools (Sophocles and Homer rank 8th and 9th, respectively).
- The lists of most frequently required texts show little recognition of the works of women or of minority authors. In all settings examined, the lists of most frequently required books and authors were dominated by white males, with little change in overall balance from similar lists 25 years ago. In the titles required in 30% or more of the public schools in 1988, Grades 7-

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12, for example, there were only 2 women and no minority authors.

Public Schools, Grades 7 - 12	
Romeo and Juliet	Shakespeare
Macbeth	Shakespeare
Huckleberry Finn	Twain
To Kill a Mockingbird	Lee
Julius Caesar	Shakespeare
The Pearl	Steinbeck
The Scarlet Letter	Hawthorne
Of Mice and Men	Steinbeck
Lord of the Flies	Golding
Diary of a Young Girl	Frank
Hamlet	Shakespeare
The Great Gatsby	Fitzgerald
Catholic Schools, Grades 9 - 12	
Huckleberry Finn	Twain
The Scarlet Letter	Hawthorne
Macbeth	Shakespeare
To Kill a Mockingbird	Lee
The Great Gatsby	Fitzgerald
Romeo and Juliet	Shakespeare
Hamlet	Shakespeare
Of Mice and Men	Steinbeck
Julius Caesar	Shakespeare
Lord of the Flies	Golding
A Separate Peace	Knowles
Catcher in the Rye	Salinger
Independent Schools, Grades 9 - 12	
Macbeth	Shakespeare
Romeo and Juliet	Shakespeare
Huckleberry Finn	Twain
The Scarlet Letter	Hawthorne
Hamlet	Shakespeare
The Great Gatsby	Fitzgerald
To Kill a Mockingbird	Lee
Julius Caesar	Shakespeare
The Odyssey	Homer
Lord of the Flies	Golding
Of Mice and Men	Steinbeck
Our Town	Wilder

- Changes over time in the nature of the most popular selections were minimal. Although the popularity of specific titles has shifted over time, the canon continues to be dominated by Shakespeare and other traditional authors, with some additional attention to contemporary literature and easily accessible texts (e.g., adolescent or young adult novels).
- Most titles are regularly taught at several different grade levels. For example, of the 20 most frequently taught books in Grades 9 through 12 in the public school sample, all are taught in at least three grade levels, and 70% are taught in all four high school grades. Although most schools limit particular texts to a specific grade level, these results suggest that most titles can be taught successfully at a variety of levels.
- Although there is considerable diversity in the levels at which titles are taught, there is also some consistency in the grade levels at which specific titles are most likely to be taught.
- There is considerably more consensus about what the upper tracks are asked to read, both in terms of the percentage of schools citing each title and in terms of the amount of overlap among the lists. The lists for the lower tracks show less overlap with one another, as well as a somewhat greater proportion of relatively recent literature and of young adult novels.

The picture that is presented here is incomplete along a number of significant dimensions. It is important to remember that this survey, and the lists that result, only asked about book-length works, not about the many anthologized selections of short stories, poems, and essays that complement the individual book-length titles. The distribution of favorite authors, of works by women, and of minority literature might look somewhat different if the full range of selections were examined. Other studies from the Literature Center will clarify this larger picture.

The second point to remember is that the lists reflect titles required of all students in *any* class within a school, not of all students who take English. Thus the curriculum experienced by any given student is likely to look different from that implied in these lists; for most, it is likely to be considerably narrower. On the other hand, the lists do not include the books that students read independently, either for school or on their own. In that sense, the literary experience of American school children is likely to be considerably broader than these lists imply, at least for some children.

What the lists do reflect is the state of the high school canon—the titles and authors that for whatever reasons are most likely to find their way into the required curriculum. They thus reflect what schools explicitly value as the foundation of students' literary experience. With these lists in front of us, we have a more solid place to ground our current debates about what should be taught to whom, and why. Those debates will not be easily or quickly resolved. They involve fundamental questions about the nature of the literary and cultural experiences that students could share, as well as the degree of differentiation that is necessary if all stu-

dents are to be able to claim a place and an identity within the works that they read. The debates also involve fundamental pedagogical questions about the most effective means to help all students develop an appreciation for and competence in the reading of literature.

With these lists before us, it is time for such debates to begin.

A full report of the study is available from the Center for the Learning and Teaching of Literature (Applebee, 1989) and from the ERIC Clearinghouse on Reading and Communication Skills [ED 309 453]. The report includes details of sampling and analysis, full lists of all titles taught by any school in the sample, and further breakdown of results by grade level, by track, and by type of community served.

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Integrating Literature into Middle School Reading Classrooms

by Jerry Johns and Susan J. Davis

With an increasing emphasis on teaching literature in reading classrooms, more teachers are looking for supplements to basal readers. Some middle school teachers are trying to integrate literature into their classrooms by teaching from literature anthologies and by using commercial novel units. Although these methods do meet the goal of using literature, there is a need for other innovative ways to involve middle school students in good literature.

Using Specific Genres

Restrepo (1988) developed a literature program for seventh graders in a middle class neighborhood in Florida where reading scores were below district and national norms. In addition to increasing test scores, Restrepo's goals were to develop an integrated program using a variety of books and to help the students develop an appreciation for literature and independence in reading. Restrepo's belief was that students should study one genre of literature at a time to widen their interests. She noted that books should not be considered in isolation but as part of a larger section in literature. By studying different genres, the students in her program were able to compare books within and across genres. Four of the genres used in this program were biography, realistic fiction, poetry, and tragedy.

Bosma (1981) developed the idea of using genre in literature by designing a unit on folktales. She noted that folktales are a good unit of study for middle school students because: they are predictable; they include stock characters; and they are loaded with adventure, humor, and rich language.

To begin her unit, Bosma picked 120 folktales with an annotated bibliography to be used in each of two sixth-grade classes. She read a folktale to the students; then the students read one independently. She asked the students to do a variety of activities: classify the types of folktales; recognize their theme; and evaluate the use of language in them. By the end of ten weeks, 90% of the students were able to classify the folktales by type: fairy tales, animal tales, legend, and myth. In addition, she reported high levels of student interest. Folktales clearly served to involve students in literature study.

When Anderson (1985) asked sixth-grade students of all reading levels to list the types of books they choose for free reading, the lists were similar across reading levels. The students chose adventure, mystery, tall tales, fantasy, and realistic fiction. Bosma's unit plan on folktales could be extended to these types of books.

Integrating Drama

One of the genres of literature that many middle school teachers have not included in their programs is drama. Karabas and Leinwein (1985) suggest that drama be integrated into middle school education. Through drama, students can discover what is meant by being human. Drama also spurs imagination, insight, reflection, and self-knowledge. Karabas and Leinwein's objective in writing a unit on drama was to have students develop the pleasure and skills in reading and interpreting drama, to acquaint students with the dramatic tradition so they could critically evaluate current theater, and to increase the students' insights in themselves.

The unit in the curriculum includes sample lessons for a unit on *A Raisin in the Sun*. During the unit, students are asked to present a critique of the drama and to compare their reviews with those of reviewers of other dramatic performances. They dis-

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cuss the differences between a play, a novel, and a short story. Students are also asked to analyze the particular problems the playwright might have encountered. Although the curriculum is based on a single play, the lessons the authors included would be an excellent basis for a teacher interested in preparing a unit on drama.

Middle school is a time of growth for students; they are commonly called individuals between childhood and adulthood. Although middle school students are usually encouraged to "grow up," Zancanella (1987) uses poetry with his seventh graders to get them to reflect upon their childhood. Zancanella believes that middle schoolers are as nostalgic about their younger years as adults are. He suggests using Ann Sexton's poem, "Fury of Overshoes," to motivate his students to read and write about their childhood as they are trying to meaningfully connect their pasts to the present.

Responding to Literature

Teachers who ask their students to read literature independently or listen to them read may benefit from the ideas of Halpern (1986) and the Alberta Department of Education (1987). Halpern (1986) suggests that instead of the typical lesson where students read and teachers ask questions, students write about the books they have read in a response journal. She suggests that students would learn more about literature if they personally respond to the books in writing. Some of the topics Halpern encourages students to write about include whether the students were attracted or repelled by the main character, an incident that made the student angry or happy, something the student did not understand, and a prediction of what could possibly happen next.

The Alberta Department of Education (1987) recommends a similar idea for teachers who read books to their classes. They suggest that students be directed to write in a listening log. The teacher need only stop at a pre-arranged point in the story and the students then write their responses to any number of questions. Among the questions students could respond to are: what they are thinking of, if they have had a similar experience, what they are picturing in their heads, what feelings they have about the characters, and what questions they have about the story.

Success in integrating literature into middle school reading classrooms has been achieved by the systematic study of different genres of literature (e.g., folktales, drama, poetry). Through a variety of activities, students can be engaged in comparisons, contrasts, and other higher-level thinking skills. Response journals in which students react to their reading by writing, provide another avenue to promote reflection about the literature being read. Such journals have the potential to actively involve students in linking their ideas to those posed by the author, teacher, or other students.

On a more general level, to develop student interest in reading literature, teachers might try the following techniques: suggest books that match student interest; read literature aloud to their classes; give students time to read in class; and make a great number of books available to students.

Recently, there appears to be heightened interest in undertaking research on reading and language arts in the middle school. For example, the May 1989 issue of the *Journal of Reading* carries two articles about reading in middle schools, while the January 1990 issue of the same journal features "Helping Middle School Students Develop Language Facility" (Lane Roy Gauthier). The January 1990 *English Journal* focuses on strategies and techniques for English instruction in middle schools and junior high schools.

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Using Literature to Teach Reading

by Nola Kortner Aiex

The National Reading Initiative, an outgrowth of the California Reading Initiative, is a coordinating and disseminating network formed to promote reading and reduce illiteracy. Its members believe that literacy can be promoted by developing children's joy in stories and by instilling in youngsters an early love of literature through positive contact with books. [Cullinan, EJ 386 980]

Through the use of children's literature in a school reading program, youngsters can enter the world of literature while they learn to read. Works of literature can have an integral place in the earliest stages of a reading program through a teacher's practice of reading aloud [Higgins, ED 273 933]. Some language arts specialists hold that real stories and real characters are better vehicles for teaching reading comprehension than the basal readers and accompanying workbooks [Smith-Burke, ED 280 080]. At the very least, real literature could be substituted sometimes for the excerpts found in basal readers.

Recent Research

Tunnell and Jacobs [EJ 385 147] review the findings of several recent studies which support the success of a literature-based approach to literacy for various types of students, including limited English speakers, developmental readers, and remedial readers, as well as ordinary readers. They describe common elements found in different literature based programs, such as the use of natural text, reading aloud, and sustained silent reading.

Basic Resources in Primary Grades

Even young children can be involved in activities that establish positive attitudes toward reading and that pave the way for the use of children's literature as a medium for reading instruction. In the first weeks of kindergarten, many teachers use books to stimulate language development in children. Wordless books, such as Tomie dePaola's *Pancakes for Breakfast* and Turkle's *Deep in the Forest* are favorites of young children because they can enjoy following the plot without straining to decode words, and because such books free a child's imagination to interpret the author's ideas in her/his own way.

Many children's books use a repeated pattern or a rhyme. *The Haunted House* (Bill Martin, Jr.) uses the repetition "I tiptoed...No one was there." Children can delight in chanting the repeated structure while tiptoeing around the room or pantomiming other ways to move [Sampson, ED 236 534]. Children can also make personal versions of book illustrations in watercolor, paint, or collage, for example, or use a storyboard and flannel figures to tell a beloved story in their own words.

A second grade teacher in a rural Appalachian school supplements the required basal readings with familiar regional literature to teach reading to her students. The children also write their own regional stories. She finds that motivation is high with this approach, unlike the low motivation which accompanies the purely basal reader approach [Oxendine, ED 306 549].

Classroom teachers who wish to use literature for reading instruction but are apprehensive because of lack of knowledge about children's books can work closely with the school librarian or with the children's librarian at the public library [Hanzl, EJ 335 657]. A well stocked reading corner in the classroom gives children the opportunity to read a book more than once—along with the option of sometimes reading a book with no academic followup activities. Teachers themselves should read as many of the books in the reading corner as possible to become familiar with the material and to allow the children to observe and imitate their behavior [Newcastle and Ward, ED 260 377].

Assessing Literature-Based Reading

How can teachers monitor a student's progress in literature-based programs without skill workbooks or tests to grade? Children can write a short paragraph about a book they liked (or did not like). Teachers can develop checklists to fill out as they listen to children read. Teachers can observe whether the students (1) show interest in words, (2) can tell a familiar story, (3) can point to individual words on a page, (4) turn the pages at the appropriate time when a story is being read aloud, (5) can find a familiar book on a shelf, (6) choose to read a book or to write during free time, (7) notice words and symbols in the classroom setting, (8) spell words developmentally, (9) ask questions about print, and (10) are aware that print has meaning. Teachers should become continuous observers who monitor the child's interaction with materials in the child's educational environment.

Most parents will accept a teacher's observation that a child is making progress in reading, even without the reinforcement of test results. And a child who is an enthusiastic reader by the end of the 3rd grade will continue to develop competence in the upper elementary grades [Lamme, ED 281 151].

Basal reading programs have been criticized for being on too literal a level and for their skill-oriented nature. When children in basal-dominated programs reach the 4th grade, they often confront reading for the first time as a task that goes beyond the oral language background that has served them through the lower primary grades. Students are moved at this point into the literary tradition with vocabulary and content that outstrips what they know. They also come into contact with content area reading as science and social studies become individual disciplines separate from language arts.

Students accustomed to reading widely in nonbasal materials, however, are less perplexed by narratives of increased complexity. They have established an important connection: what reading class is really all about is reading books [Higgins, ED 273 933]. They have received instruction in reading strategies that address the growing difficulty and length of books. They have been reading in the wealth of children's literature that admirably addresses content area topics. A skillful teacher can use literature to teach the same skills that are presented in the basal readers. Children can be taught to use their background knowledge, to analyze, and to monitor their own strategies for comprehension.

Whole Language and Guided Reading Approaches

For middle level students, Cummings [ED 281 207], an elementary school teacher himself, recommends the whole language approach for the development of reading skills. His grade or class exemplifies a highly integrated literature based approach to reading. The students choose a theme, divide into groups of 3 to 5 students, select the titles they intend to read, and work out a time frame for reading. Each student keeps a reading journal to copy favorite passages and makes discussion notes dealing with literary concepts such as foreshadowing, characterization, or plot development. Orally, teacher and pupils compare and contrast plots and characters, discuss imaginative uses of language, consider the author's technique and style, examine illustrations, and make story predictions.

An essay is usually expected of the students. Both rough drafts and the revised copies are written in the journals. Literature provides examples of good writing, and much time is spent learning to write short stories. The final component of Cummings' unit establishes closure of the theme with a day of sharing reading experiences. The whole class engages in activities such as dramatic interpretation, sharing creative art projects, book talks, tape recordings, or anything else that the class can think of [Cummings, ED 281 207].

Gary and Scott Poole [ED 273 936] use novels in guided reading instruction for teaching reading comprehension to upper level elementary school students. This method means more preparation time for the teacher, who must read the book, study the vocabulary, and compose study questions. But they consider the rewards of an interested, excited class worth the extra trouble. The Pooles build background for each chapter, present the new vocabulary, and assign the chapter to be read silently. Then the chapter is either analyzed in class discussion, or the students are given questions to be answered in writing.

Teaching Guides

Several teachers' guides that focus on using literature in the reading program in the elementary grades are compiled by McClain [ED 260 381] and Hepler [EJ 374 854]. McClain emphasizes critical reading skills, while Hepler advocates teacher-developed guides. Her criterion is that a good guide should improve the quality of the reader's experience with the book—it should permit readers to examine their own responses and some of the reasons behind them.

As children grow and develop, the refining of the basic skills that make up the language arts—listening, speaking, reading, and writing—is accomplished more easily in an environment that offers the varied language experiences that come with literature. Such a program requires a teacher who is enthusiastic about using real books, knowledgeable about what kind of materials are available, and eager to help students develop interest and enthusiasm in reading.

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Literature as Lessons on the Diversity of Culture

by Nola Kortner Aiex

Television in the late 1980s has offered even the occasional viewer an almost dizzying picture of other peoples and other cultures, thanks in part to the rapid technological advancement of satellite communication systems. At the same time, a just-reported survey of the most widely assigned literary works in high schools, conducted by the Center for the Learning and Teaching of Literature at the State University of New York at Albany, found that the high school canon changed very little between 1963 (the year of the last similar survey) and 1989. High school students still read the same classic novels and plays that were read 25 years ago, even in schools with large minority populations. (USA Today)

Without arguing the relative merits of classic versus popular or traditional versus ethnic literature—points of disagreement even among educators and literary specialists—this digest will review the resources available in the ERIC database for teachers and administrators who wish to offer their students varied literary and cultural experiences.

One teacher has expressed her rationale in the following manner: "If teachers are to help children become more humane, they need to help boys and girls appreciate the dignity and beauty of other ethnic groups who are different than they." (Carlson, 1971) She continues in the same vein: "A child who is one of a minority group suffers from some form of 'triple loneliness'—a feeling that his or her cultural heritage is being trampled upon, that this heritage is being denied, and that a particular language dialect is being frowned upon by teachers who lack an understanding of his or her ethnic identity."

Building Multicultural Understanding

Concentrating on helping children gain self-acceptance, Stoddard (1983) considers children's literature an excellent medium to introduce global concepts and to bridge multicultural understanding. She believes that literature can provide children with a more accurate picture of world reality and a sensitivity to cultural differences. Accordingly, she chooses and discusses about 40 well-written books for young children that illustrate how various cultures live.

Ranta (1978) has developed material for a comprehensive course on American literature for boys and girls in grades K-8 that is based on the concept of the United States as a pluralistic society. It can be easily adapted for use as a unit within the typical established course on literature for children required of preservice teachers in many institutions teaching elementary education. An extensive booklist forms the basis of the course, with sections on the American Black, the American Indian, the Puerto Ricans on the mainland, the Chicanos, the Jewish-Americans, and the Oriental-Americans. Sample assignments are also included. Sims (1982) focuses on literature about American Blacks. In her monograph, *Shadow and Substance: Afro-American Experience in Contemporary Children's Fiction*, she provides teachers, librarians, and teacher-educators in the field of children's literature with information that will enable them to make informed selections of books for and about American Blacks. She includes books for young people from preschool through eighth grade, and she bases her selections on a survey and analysis of 150 books of contemporary realistic fiction about Blacks published between 1965 and 1979. Appropriate for use with both high school and college students, a special issue of the

Illinois English Bulletin (Matthews, 1982) offers suggestions for teaching multiethnic literature. Black, Jewish-American, Chinese-American, and Native-American literature are some of the topics discussed. The article on Native-American literature outlines steps for the study of poetry by a class group (four students): 1) review principles of poetry: Method (arrangement, shape, and order), Matter (what the poem says), and Manner (mood and idea); 2) locate several collections of contemporary Native-American poetry to review; 3) draw up a list of questions to ask particular poets if one could be chosen for a personal interview; 4) select one poet to investigate in depth; 5) select several traditional Native-American poems for review, and share the findings with the rest of the class in oral interpretations of the poems; and 6) write a short paper analyzing the use of nature as a theme in contemporary Native-American poetry. Post-reading activities include panel discussions and an evaluation of the image versus the reality of the Native American (Sasse, 1982).

Bunker and Kalivoda (1975) believe that studying the culture embedded within a literary work can serve to bring into better focus the aesthetic qualities of the work by providing a fuller appreciation of the author's artistry and skill in portraying people, things, and events within the framework of any number of cultural themes.

The concept of culture can also be broken down into smaller components if a teacher feels that studying the entire culture of America or even of an individual ethnic group is too daunting a prospect. Erisman (1979) has developed a unit on western regionalism and awareness of place, while Brennan (1981) has developed a similar unit on Appalachian literature and culture for use with high school students.

Brennan's unit on Harriet Arnow's novel *The Dollmaker* takes 10 weeks to complete. The first week the teacher presents background on the geography, flora, fauna, history, and language of the region. After that comes the study of the novel, a film on strip mining, daily class discussion and occasional quizzes. During the final three weeks, students prepare and present demonstrations on one of the arts and crafts indigenous to the Appalachian region. Lesson plans are provided with the unit, as are selected bibliographies of resources, films, poetry, prose, folklore, drama, music and dance, arts and crafts, and regional background materials.

Learners as Special Audiences

Complementing Sims's monograph, Brooks (1985) presents a resource volume for teachers of Black students at all levels. The book suggests incorporating other arts, such as music, film, photography, and craft-making into the study of the literature of other cultures or other countries. She feels that literature and reading should not be taught in short isolated time segments. To appeal to a student body that contained individuals mostly following business and technical courses, one community college restructured its sophomore American literature program to focus on concepts and themes rather than on chronology or on literary movements (Dziech, 1979). This change placed a much greater emphasis on the cultural aspects of the material and was easier for non-literature majors to follow.

For example, American Lit I—a study of the principal authors of early American literature, and American Lit II—a study of the principal authors of later American literature, were revised into 1) Strangers in a Strange Land: The American Ethnic Experience—literary approaches to the experiences of selected ethnic groups; 2) Culture and Counter-Culture: American Lifestyles—literary approaches to various American environments (*e.g.*, frontier, rural, urban, communal); 3) Divinity: Affirmation and Denial—selected readings reflecting American authors' views of the existence and nature of God; 4) Utopia: The American Dream of Perfectibility—selected readings illustrating the hope for a perfect society; 5) Conformity/Non-Conformity: The Individual versus Society—an examination of the American struggle to define freedom and responsibility; and 6) The Paradox of Material Success: The Luxury of Integrity—literary approaches to the issues of wealth and poverty in America.

The Teacher's Primary Role

The classroom teacher is undoubtedly the most important element in any literature program that encompasses cultural themes. An interested teacher can learn much about the cultural characteristics (and negative stereotypes) of the cultural groups represented in the classroom. Usually, the approach to another culture is either a positive one of willingness to accept what is different, or a negative one of unconscious fear and rejection. It is up to the teacher to perceive any possible problems or negative attitudes in advance so that he or she can be alert and able to guide the students in the proper direction.

The general theme of multi-ethnic literature can be simple: *diversity*. The study of diversity of cultures offers schools a richer potential than does uniformity or monoculture. As Patterson (1982) explains, the role of the teacher in multi-ethnic literature is not to praise one culture over another, but to

accept and develop each child as a unique individual, because of and apart from his or her culture.

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Teaching Poetry: Generating Genuine, Meaningful Responses

by Charlie Frankenbach

Charles R. Duke (1984) has noted, "English teachers have given some attention to aesthetic reading, usually terming it the development of literary appreciation, but many of the classroom practices used to foster that appreciation have been counter-productive." Instruction on comprehending and appreciating poetry has especially been regarded as ineffective. Either because of a lack of appreciation for their students' abilities to study poetry or because of well-intentioned enthusiasm to show students the wonders of the form, many teachers have force-fed "meanings" to puzzled students or have taught poetry by way of dissecting poetic techniques—here is a symbol, here is a metaphor, and so on.

The literature in the ERIC database, however, offers many ideas on useful, more productive approaches to the study of poetry, as the several samples discussed here illustrate.

Letting Poetry Serve Each Reader

In an article focused on all literature, not just poetry, Bryant Fillion (1981) argues that a teaching approach that promotes student inquiry is one way to sharpen the three abilities he sees as essential to a student's "capacity to read and derive benefit from literature." These abilities are aesthetic reading (when attention is focused on what happens during the reading rather than on what remains afterwards), reflecting, and problem finding (p.40).

Fillion urges that students be provided with opportunities to identify a poem's relevance to their lives. He suggests encouraging the student to generate his or her own questions about the text and points out how this supports an inquiry approach in the classroom.

For instance, Fillion suggests that English courses or units of study could be organized around particular kinds of inquiry instead of around a literary genre or the themes of particular pieces. He would encourage young readers to develop a literal comprehension of a poem by asking, "What does this say?" With selections likely to provoke varied student interpretations, students should ask "What does this mean?" The question "What does it matter?" is appropriate in studying selections that deal with concerns apt to be of keen interest to adolescents (p.44). Such questions, Fillion asserts, allows students "to examine and develop strategies" while pursuing these and other central questions, such as "How should this be read?" and "What is there to say about the character development in this piece?" (p.44)

Encouraging Poetry Reading as Inquiry

Duke (1984) also discusses the need for an inquiry approach to reading, enjoying, and understanding poetry and echoes Fillion's emphasis on encouraging problem-solving and reflection. Duke stresses the danger of teachers championing the beauty and fruitfulness of a poetic reading experience while relying on a teacher-centered question and answer period: "...if we do not also provide equal time for students to enjoy, contemplate, and relive the experience of reading a text, we may be sending a contradictory message about what the purpose of literature study is." (p.3)

It is interesting to weigh this perspective when examining sources in the ERIC database related to the teaching of poetry writing (Morgan, 1989). Frequently an emphasis on form or other techniques that have become counterproductive in teaching the reading of poetry provide successful frameworks for teaching the writing of poetry.

The strength of Duke's article is a detailed description of an exercise with Robert Frost's "Storm Fear" that puts the inquiry approach into action. The first steps emphasize reflection, as students recall their own experiences in storms and express their recollections in class periods dedicated to free writing. Then, as vividly as they can, students condense the description of a storm into two sentences, which also must indicate their reactions to it. Next students compare and contrast their sentences with the first two sentences of Frost's poem and write summaries of the similarities and differences between their lives and Frost's in terms of emotions, descriptive detail, voice, and style.

This first immersion in the poem is followed by group discussions which allow the students to question each other's summaries and, later, to continue analyzing the poem itself. A final writing project re-emphasizes reflection by allowing students to write on another subject.

Using Poetry to Develop Critical Readers

The usefulness of poetry in teaching elementary and secondary school children to deal with propaganda is proposed by Fehl L. Shirley (1983). In contrast to both Fillion and Duke, Shirley, who offers only general teaching suggestions, places little emphasis on the life-enriching quality of poetry. Rather Shirley sees the study of poetry as one stage of the process of sharpening thinking skills that are important in responding to various types of advertising. Poetry, Shirley asserts, helps students recognize the function of connotation, denotation, symbolism, and imagery. Knowledge of these techniques, Shirley argues, is integrally related to critical thinking, and students can use this knowledge effectively in confronting the "language of commercial and political persuaders." (p.1).

Francis Kazemek's work on the usefulness of studying poetry balances an intense appreciation for poetry with an informative, practical outlook both on how to present poetry in the classroom and on how such study can benefit students. In one of his papers on poetry and adult literacy (1985), Kazemek argues convincingly that adult literacy training should begin with the reading of poetry and other more expressive text. This argument is founded on Kazemek's contention that 1) literacy is not a process that can develop over a short period of time, and 2) such an assumption sets adult students up for disappointment. Thus Kazemek questions a traditional approach to adult literacy training that reduces reading comprehension and instruction to a focus on certain types of surface language conventions in a very restricted range of situations. The resulting "survival" literacy training (p.333), he argues, is short sighted.

The ambiguity of much poetry invites adult students to explore language "in a non-threatening manner," Kazemek argues, because it invites unique explications rather than finding a right answer. After immersion in the "compressed and symbolic world inside lyric poems," students "have been better able to move out from poetry to other functions of reading and writing." (pp.334-335). Like Fillion and Duke, Kazemek underscores the necessity of promoting group discussion and questioning and reflecting by students.

Using Poetry with Adult Readers

In a later paper, Kazemek and Rigg (1986) suggest prerequisites for using poetry in teaching adult learners and recommend four specific poets whose works can be effectively used in such instruction: Carl Sandburg, Lucille Clifton, Langston Hughes, and William Carlos Williams. Kazemek and Rigg feel that these poets provide adult literacy teachers with a wealth of useful material because many of their poems are brief, are relevant to adult life, and are written in recognizable language—often in the vernacular.

Kazemek and Rigg strongly recommend reading poetry aloud, rereading it, and discussing it. These activities, they note, give life to the poetry, reveal the many worlds within a poem, and allow students to judge their own interpretations against those of other students. Such poetry study, Kazemek and Rigg found, provides students with a smooth, rewarding entrance into the world of reading and it is simply "more fun" than the materials usually used in adult classes (p.225).

In still another article, Kazemek (1987) continues his argument regarding the need for learners to have more purposeful encounters with literature. In this spirited paper, he deftly criticizes educational practice that belittles the role of imagination by concentrating on the development of quantifiable skills. Kazemek takes successful swipes at "arid," "archaic" English instruction that "flies in the face of decades of research" by directing "language and literature learning through formulated phrases, pinned and wriggling on the classroom walls." (p.22) He peppers his paper with snatches of Williams' poetry and warns that the contemporary view that imagination is superfluous will eventually retard the human ability to imagine "the possibilities of transforming, of recreating, social realities." (p.23).

Using Poetry to Train Law Students

Gopen (1984) argues that the study of poetry is the most suitable preparation for the study of law. His intriguing stance hinges on four central points:

1) No other discipline so closely replicates the central question asked in the study of legal thinking: "Here is the text; in how many ways can it have meaning?"

2) No other discipline communicates as well that words are not often *fungible*—a legal term that suggests here that words are often irreplaceable or at least cannot be replaced by synonyms without changing the shade of meaning.

3) No other discipline concentrates as much on the effects of the ambiguity of individual words and phrases.

4) No other discipline concentrates as much on a concept that might be called "textuality"—a focus that leads to very close, careful reading that considers writer/author intent. (p.334) The study of poetry, Gopen believes, "free[s] the mind to accept the approach of reasoning that law schools try to teach." (p.334) Law students must know how "to analyze language, to recognize ambiguity, and to develop consistency in interpretation" (p.337); and, Gopen points out, the study of poetry can help students sharpen these types of skills: "To understand the law is to understand the possibilities of texts, and that is precisely the province of the study of poetry." (p.347).

Gopen presents a convincing case, drawing on his extensive knowledge of both poetry and the law; he intertwines comments in Keats, Blake, and Shakespeare with legal case histories. In addition to its novel approach, this article is also a helpful resource for exercises to be used with Shakespeare's well-known Sonnet 73 and Blake's "London"— exercises that in their investigation of ambiguity and context resemble the inquiry approach favored by Fillion and Duke. And as Shirley does, Gopen—for all the obvious delight he takes in poetry—de-emphasizes the personally enriching quality of the poetic experience in his quest to defend more practical reasons for studying poetry.

In varying degrees, these articles all promote instruction that places responses to poetry within the control of students, who are apt to shy further away from poetry under teachers who lecture, quiz, and dictate a poem's meaning and significance.

Another consistent feature of these articles is the lack of substantial evidence of the effectiveness of poetry in sharpening reading and thinking skills. Authors such as Duke, Fillion, Kazemek, and Gopen report some success with their approaches. But as Fillion points out, "...although [these skills] may be observed indirectly, in their use these abilities are not quantifiable. We can assess their development, but we cannot measure them with precision." (p.40) Indeed, what these articles call for is a "leap of faith," if you will, on the part of teachers willing to try, observe, and judge for themselves the possible effectiveness of such approaches.

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Two Complementary Approaches: Teaching Children to Appreciate Literature

by Sharon L. Pugh

Charlotte Huck and her colleagues (1987) have defined literature as "...the imaginative shaping of life and thought into the forms and structures of language." If life, thought and/or imagination are missing, the language alone will not suffice.

Appreciation may be explained as the capacity to understand, learn from, and above all enjoy literary works. It involves the ability to read and respond creatively, sharing the author's role by drawing on one's own imagination and experience. The text enters the reader as the reader enters the text. Their worlds are joined.

Two basic approaches to teaching literature at any level are the structural (traditional literary analysis) and the reader response approaches. While they may be viewed as opposites, they are more productively regarded as complementary. Structural analysis provides the terms and concepts that help readers interpret and discuss literature, while reader response emphasizes the integrated experience an individual has with a text, with the reader's personal response having primacy over formal knowledge of textual characteristics. A strong case can be made for beginning with reader response. If done without first establishing the personal relationship by which the reader breathes life into a text, formal analysis is likely to resemble an autopsy.

Reader Response

Perhaps the best known theorist to explicate reader response as a pedagogical as well as critical stance is Louise Rosenblatt (1978), who formulated the transactional theory of reading and the distinction between "efferent" (utilitarian) and "aesthetic" reading. Aesthetic reading centers on a transaction between reader and text fostered through personal response, reflection, discussion, and elaboration, leading to new literary experiences, both in reading and in writing. In this process, reader and text mutually affect one another. Jim Parsons (1978) echoes this view in his description of reading as "the meeting of two meaning makers over literature... [which]...produces changes in both, the author's text and the reader's growth." (p. 18) For this to happen, he asserts, reading instruction should not seek to control the reader's experience but rather to facilitate the reader's own structuring of that experience.

For children, encounters with literature should retain characteristics of play, children's most natural activity. This principle is well illustrated in the exuberance of color and design in children's books and in themes that align the natural and the fantastic. John Dixon (1987) describes the maturing responses of young readers as "drawing on parts of the imaginary world in their play (and progressively, in drama and writing) and thus trying to explore complex situations and characters from the inside; talking and writing about personal and other familiar experiences that chime in with what's been read, thus approaching them from a new perspective; raising questions about the imaginary world and its people, discovering new connections between the imaginary and the real world, and thus discussing what human experience is actually like." (p. 764)

Probably the most frequently given advice for stimulating creative reader response is simply to surround children with good reading. Bill Martin, Jr. (1987) proposes a supportive, non-analytic approach to literature of which two major components are oral reading and an abundance of interesting books. Reading would develop "by os-

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mosis," he writes. "Without consciousness of how or why...[t]he reader is forever rummaging and scavenging through the pages for a glimpse of self...[f]or the pleasure of finding a closer relationship of the outer world to the inner world and vice versa. For the intense satisfaction of finding a special book that speaks to both the heart and the mind." (p. 18)

Describing a literature program for the gifted, Denise Bartelo and James Cornette (1982) advocate both exposure to a wide variety of materials and the design of activities that encourage creative reader response, such as compiling a museum of personal artifacts in relation to autobiographical writing, pretending to be a book with fantastic characteristics, and putting a current events item in the form of an animal fable. In their program, emphasis is on "making reading less of a skill-related activity and more of a personal experience that could be shared and discussed." (p. 6)

At the middle and junior high school level, when analytic sophistication may begin to develop, emphasis may still be placed on the encouragement of personal response as a way of exploring the possibilities of various genres. Philip Anderson (1982) recommends exposure to a broad range of works and a lot of writing and sharing of personal responses to build awareness of the commonalities among readers of the same texts. In this way students begin to understand their membership in a cultural and literary community. He considers the intense sociability and garrulousness of students at this age as a resource too often overlooked. He writes that "it seems that more time is spent in the middle school and junior high school trying to get students to shut up than there is trying to channel that verbal onslaught into something productive." (p. 7) He would like to see more in-class publications of student work, oral reading of plays, discussion, and other kinds of literary sharing that lead to active, productive language use.

Similarly, Dixon (1987) suggests having students maintain their own journals, recording their responses to poems and stories. Personal class anthologies of selected works and excerpts from the reading journals can be compiled. Response approaches, then, emphasize both the personal and the social. Anyone who can compare the experiences of reading a poem in solitude and hearing one read and discussed in a group may understand the importance of both aspects. Sometimes the solitary experience is appropriate, but other times—and this may be most of the time for younger readers—the social reading in which they play an active role is the most enriching.

Structural Approaches

As they and their reading material mature, children may need concepts and strategies for dealing with the increasing length and complexity of what they read. Michael Higgins (1986) points out such elements as flashback, conflict, and parallel structures that are common in children's stories and novels. As they encounter more varied literature, young readers must make decisions such as setting purposes for themselves and modifying reading strategies in accordance with the possibilities within a text. Higgins also believes there is a kind of literary canon at each age level, implying the development of cultural literacy. This includes acquaintance with works that Americans are often assumed to have read as children, such as, say, *Winnie the Pooh*, *Wind in the Willows*, and *Alice in Wonderland*. It may also entail knowledge of genres such as legends, myths, folktales, poetry, and so on, formal features of literature, and the vocabulary to discuss this knowledge.

Joy Moss (1984) has developed a curriculum for elementary school teachers based on the concept of "focus units," sets of stories grouped around a common theme or author. She defines categories of questions for teachers to use in story sessions, ranging from a close focus on the story and its structural elements to open-ended reader response. These categories are 1) previewing, 2) literal recall, 3) basic literary elements and devices (e.g., plot, character, figures of speech), 4) implied meanings and logic, 5) formal artistic features and genres, 6) comparing stories and finding relationships, and 7) subjective responses such as speculation and evaluation.

Jon Stott (1982) has developed the concept of a "spiralled sequence story curriculum" designed to lead students through increasing levels of complexity, with earlier stories arranged so as to introduce students to components and techniques found in later stories. For example, in Stott's curriculum a number of fairy tales and journey stories lead up to reading *The Hobbit*, which, in addition to being interesting to middle grade students, enables him to talk about structural features such as character, plot, setting, and so on—what he calls the "grammar" of literary construction.

Fairytales, myths, fables and legends are frequently recommended for teaching literary analysis because of their clear formal features and predictable patterns. Denise Nessel (1985) describes a program of storytelling using such material. It encourages students to use their imaginations to visualize scenes that are not shown in pictures as well as to use the structure of stories to improve listening comprehension. Bette Bosma (1981) finds that

sixth-grade students are very interested in the formal features of folktales and in using this knowledge to "make evaluative comparisons, discover unstated premises, and draw conclusions"—which lead them into critical thinking.

Anita McClain (1985) also discusses teaching critical thinking through literary analysis, for example, by comparing different versions of the same fairy tale, understanding genre characteristics, and developing intercultural knowledge both of differences between cultures and of shared values.

Literature is the means by which people communicate across cultures and across ages—across all divisions of time and space to gather the collective wisdom of the human experience. It is also the way we explore and communicate with the future. Through teaching literature, we recognize the special claim that children have on the future as well as our willingness to share the past. To appreciate literature is to appreciate what it means to be part of the entire human scene. No child should be denied that.

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Transactional Theory in the Teaching of Literature

by R. E. Probst

Transactional theory, as it applies to literary criticism and the teaching of literature, suggests a "reciprocal, mutually defining relationship" (Rosenblatt, 1986) between the reader and the literary text. Rosenblatt argues that the term "interaction" conjures a picture of separate objects encountering one another but remaining essentially unchanged, like billiard balls bouncing off one another, and thus is an inadequate and misleading label for the mutually shaping exchange between reader and text. That exchange—a transaction—is more accurately characterized by Annie Dillard's metaphor. She writes, "The mind fits the world and shapes it as a river fits and shapes its own banks" (1982). Transactional theory proposes that the relationship between reader and text is much like that between the river and its banks, each working its effects upon the other, each contributing to the shape of the poem.

Text and Poem

A teacher who applies transactional theory will not view a literary experience as identical with the text from which it emerges. Rosenblatt argues for a redefinition of terms, suggesting that it is misleading to speak of the text as "poem" (which will serve here as a general term for any literary work). The text is simply ink on paper until a reader comes along. The "poem," on the other hand, is what happens when the text is brought into the reader's mind and the words begin to function symbolically, evoking, in the transaction, images, emotions, and concepts. That symbolic functioning can happen only in the reader's mind. It does not take place on the page, in the text, but in the act of reading. As Wolfgang Iser (1978) describes it, "Literary texts initiate 'performances' of meaning rather than actually formulating meanings themselves." The text in the absence of a reader is simply print—it does not become a poem until the act of reading makes it one.

Transactional theory thus places a great deal of emphasis on the role of the reader. If meaning resides not in the text but rather in the enactment by the reader, then the discussion of literature demands consideration of the mind of the individual reader or groups of readers. It requires us "...to see the reading act as an event involving a particular individual and a particular text, happening at a particular time, under particular circumstances, in a particular social and cultural setting, and as part of the ongoing life of the individual and the group" (Rosenblatt, 1985).

Such a conception affirms the significance of the unique reader, suggesting that reading should not be submission to the text or an effort to suppress the personal and idiosyncratic in a search for a purified reading, uncontaminated by the reader's individuality. Transactional theory insists that the reader's individuality must be respected and considered; that readers initially understand a work only on the basis of prior experience. They cannot make sense of a text except by seeing it in the light of other experiences, other texts. The reader's background, the feelings, memories, and associations called forth by the reading, are not only relevant, they are the foundation upon which understanding of a text is built. And so transactional theory invites the reader to reflect upon what she brings to any reading, and to acknowledge and examine the responses it evokes.

Stance and Selection—Efferent and Aesthetic

Transactional theory demands attention, in other words, to who the readers are, what they bring to

the text, the expectations they have of texts, and the choices they make as they read. The choice of *stance* may be most crucial. Rosenblatt distinguishes between the *efferent stance*, in which the reader is primarily concerned with what he will carry away as information from the text, and the *aesthetic stance*, in which the reader focuses primarily upon the experience lived through during the reading.

The efferent stance is that appropriate to one seeking information. It is the stance adopted by the amateur mechanic intent upon learning, from the manual, how to repair a carburetor. The mechanic reads to extract from the text the information necessary to accomplish a particular task. The rhythms and sounds of the language are of less interest than its accuracy and simplicity. If the prose is graceful, so much the better, but the primary concern is with the task at hand. The efferent is also the stance of listeners attempting to judge the claims and promises of a political candidate. In their transactions with such a text, not only may they not wish to be swayed by the felicities of the prose, but they may also have to guard against the possibility that the pleasures of the language, its compelling rhythms and vivid images, may obscure defects in logic, inadequacies in evidence, and other such matters significant in the analysis of the message.

The aesthetic stance, on the other hand, is that of the reader who comes to a text in a less directive frame of mind, seeking not particular information or the accomplishment of an assigned task, but rather the full emotional, aesthetic, and intellectual experience offered by the text. A reader adopting such a stance attends not only to content—the information, story, or argument offered—but also to the feelings evoked, the associations and memories aroused, the stream of images that pass through the mind during the act of reading. Such reading, in other words, is not undertaken simply as preparation for another experience—fixing a car or voting—but as an experience itself.

Which stance the reader takes—or more accurately, where the reader stands on the spectrum represented by aesthetic and efferent—determines the extent to which experience of a particular text will be "literary." Although the text may contain strong clues that suggest the appropriate stance (as does a poem, with its obvious arrangement in lines and stanzas, and a legal document, with its own set of distinguishing features), a reader may choose to approach it as a source of information—efferently—or as a source of poetic experience—aesthetically. Some texts—those of Annie Dillard, Jacques Cousteau, James Michener, and Lewis Thomas, for instance—seem to invite readings from either or both stances. It is the reader who must determine the stance, selecting for attention certain elements in the reading rather than others, and it is the teacher's task to make students aware of the possibilities.

Implications for Teaching

The poem is within the reader. Transactional theory offers the teacher of literature several assumptions and principles. It suggests that the poem is within the reader, created in the act of reading, rather than in the text. The poem—any literary work—is thus changeable, variable, different for each reader, and differing even for a single reader from one reading to the next. Teachers therefore do not lead classes carefully along to foreseen conclusions, sustained by critical authority, about literary works. Instead, they face the difficult but interesting task of acknowledging the uniqueness of the reader and each reading, accepting the differences, and crafting out of that material significant discussion and writing.

Primary responses are considered. Students are encouraged to respect and examine their responses—emotions, associations, memories, images, ideas. Out of those elements they will create their understandings of the text. Teaching guided by this theory becomes a matter of encouraging students to articulate responses, examine their origins in the text and in other experiences, reflect upon them, and analyze them in the light of other readings—those of other students and critics—and of other information about the literature.

Classroom atmosphere is cooperative. If students are to deal with these matters, many of which will be personal, the literature classroom must be cooperative rather than combative. Debate—where one wins and one loses, one is right and the other wrong—is not an appropriate model for most discussion of literature. Discussions should encourage students not to win but to clarify and refine. Students are encouraged to enter into a "reciprocal, mutually defining relationship" in their discussions with students and teachers, as well as in their readings of texts.

The conception of literary knowledge is expanded. The results of such reflection and discussion might be greater knowledge of self, of the text, and of the others with whom the student talks. Although the ability to read intelligently, to observe features of language, to draw inferences about writers, texts, and genres, to express critical judgments, and all the other goals traditional in the literature classroom remain important, transactional theory

also suggests that literature may lead to sharpened understanding of ourselves and our society:

"The literary transaction in itself may become a self-liberating process, and the sharing of our responses may be an even greater means of overcoming our limitations of personality and experience." (Rosenblatt, 1984)

Relationship to other literary studies. Transactional theory does not deny the validity of other approaches to literature. Historical, biographical, and cultural perspectives may all yield insight into literature. But the theory does assert that the fundamental literary experience is the encounter of a reader, a unique individual, with a text. Hans Robert Jauss (1982) points out that

"...even the critic who judges a new work, the writer who conceives of his work in light of positive or negative norms of an earlier work, and the literary historian who classifies a work in its tradition and explains it historically *are first simply readers.*"

Principles of Instruction. The principles of instruction implicit in transactional theory might be these:

1. *Invite response.* Make clear to students that their responses, emotional and intellectual, are valid starting points for discussion and writing.

2. *Give ideas time to crystallize.* Encourage students to reflect upon their responses, preferably before hearing others.

3. *Find points of contact among students.* Help them to see the potential for communication among their different points of view.

4. *Open up the discussion to the topics of self, text, and others.* The literary experience should be an opportunity to learn about all three.

5. *Let the discussion build.* Students should feel free to change their minds, seeking insight rather than victory.

6. *Look back to other texts, other discussions, other experiences.* Students should connect the reading with other experiences.

7. *Look for the next step.* What might they read next? About what might they write?

Literary Knowledge

The epistemology at the base of transactional theory returns the responsibility for learning to the student. Knowledge—especially knowledge of literature—is not something to be found, not something the teacher can give to the student. Rather, it is to be created by the individual through exchanges with texts and other readers.

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Issues Affecting High School Literature Programs

by Holly O'Donnell

Although many of the recent reports on school reform assert the value of learning to read and write, they fail to mention literature as important to achieving quality education. Discussing trends and issues in the profession, the NCTE Commission on Literature (Suhor and Spooner, 1985) notes that reform proposals, in addition, call for little emphasis on preparation for teaching literature. This fact, along with an emphasis on teaching reading comprehension rather than on responses to literature, suggests a general belief that literature is relatively inconsequential or that no problems are involved in its teaching. The following is a brief account of issues surrounding the teaching of literature in high schools today.

High School Reading Interests Today—What Are They?

Although it is impossible to generalize from the results of limited surveys of reading interests, survey results do provide interesting information. McLeod and Oehler's (1983) study of student preferences among selected traditional and young adult novels reveals that adolescents consistently choose junior or more contemporary novels over traditional novels. Grimme's (1983) survey of the reading interests of 1,650 senior high school students in Nebraska indicates that students show a strong interest in recent popular horror fiction, such as *The Shining, Flowers in the Attic,* and *Jaws.* These works often have film corollaries. But other choices include works often considered standard: *Animal Farm, Lord of the Flies, The Adventures of Huckleberry Finn, and To Kill a Mockingbird.* Added to this list of standards are those noted by McLeod (1983) as paperback "classics" that are perennial best-sellers—such works as *The Little Prince, 1984, East of Eden, The Great Gatsby, A Separate Peace, Gone with the Wind, Walden,* and *Pride and Prejudice.*

Thomason (1983) surveyed 236 high school sophomores and found that (1) young adults do read for pleasure but find other pastimes more enjoyable; (2) students find reading more appealing if they can choose their own material; (3) high school students do not enjoy being read to by teachers; (4) required reading does not turn teenagers against reading; and (5) sophomore boys like to read science fiction, adventure, mystery, sports,and short stories, while sophomore girls like to read romances, mystery, and adventure. Among the issues educators should consider is whether a literature curriculum can be based upon such findings.

What Literature is Currently Being Taught?

Unfortunately, since extensive survey data are lacking, there is no consensus about *what* to include in literature programs. The question of what to teach in the classroom is fraught with conflicting images and assumptions, according to Harriet Bernstein (1984). Based on her interviews with curriculum directors, English specialists, media specialists, teachers, authors, publishers, and others, Bernstein concludes that "a coherent national, or even local, vision of literature in schools is not likely to emerge in the near future." Contributing to the problem is the decline of elective English programs, many of which were literature-oriented, and the return of single, large anthologies for classroom instruction. William J. Bennett (cited in Squire, 1985), U.S. Secretary of Education, asserts that there is a collapse of consensus about what is worth knowing and suggests the need for a standardized canon of literary study based partly on a national assessment of student knowledge about one hundred selected book titles.

What Concerns are Professionals Raising?

James R. Squire (1985) feels that while the country is waiting for literature to be redefined, English teachers must consider the ramifications of four basic issues in literary education. One issue is teachers' greater preoccupation with the interaction between book and reader than with response to works that communicate literary experience. A second issue is that programs in literature must provide young people with selected major literary experiences if there is to be a common culture. Squire observes that "we talk much about our common heritage and our responsibility for teaching it, but the common heritage is significantly uncommon if children and young people do not share some literary experiences in common." A third issue is that the knowledge and experience readers bring to the reading of a literary work will affect their understanding and appreciation of that work. The fourth issue is that teachers need to "reexamine the vast body of literature, established and contemporary, to identify those works of the past and present most likely to elicit rich literary response."

More recently, Darwin Turner (1986) has expressed alarm over (1) an increase in censorship groups, (2) the small number of new books of black literature being published, (3) teachers' and students' lack of critical skills for reading literature, (4) teachers' lack of discrimination in the selection of works—especially literature for adolescents—chosen for concentrated literary study, (5) the rapidly expanding effect that budgetary restraints impose on the teaching of literature, (6) the omission of literature from current definitions of "basics," and (7) the trend toward national testing of competency in literature.

The debate about what to include in the literature curriculum continues. One side argues that books students choose to read and enjoy with little help from teachers are of little value in the literature program of the school. The other side argues that such books have a vital transitional function in preparing students for more mature literary experiences. The debate has involved literature instruction in a battle over such issues as: What criteria should be brought to bear on decisions about what to teach? and, once that is decided, How should literature be taught?

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Humanities in the English Classroom

by Hilary Taylor Holbrook

Study of the humanities has experienced an alarming decline in America's high schools (Bennett, 1984; Finn, Ravitch, and Fancher, 1984). This digest looks at the current state of humanities instruction and the evolving place of humanities in the English classroom. It also provides samples of humanities approaches to English instruction through multidisciplinary connections and thematic units.

What are the Humanities?

A succinct definition of the humanities has been elusive, and this quality has contributed to the tenuous position of its study. Broadly, the humanities include history, literature, writing, language, philosophy, and music and the arts. What unites these fields—in the sense of a larger discipline or an interdisciplinary course—is the impact of culture upon them and the ways in which the fields influence each other (Finn, Ravitch, and Roberts, 1985). Ladner (1984) notes that "the primary task of those who teach the humanities is now to identify the common ground on which persons can gather in order to make responsible judgments about the quality of life in our world in light of the traditions of the past and the competing demands of the future."

Are the Humanities Really in Trouble?

Whether the humanities are regarded as a single "humanities" class or as a group of different disciplines, emphasis on the humanities in the curriculum has decreased in favor of emphasis on math, science, and minimum competency in composition, removed from creative expression or thoughtful exploration of humanities issues. According to the National Commission on Excellence in Education, from 1969 to 1981 the percentage of total high school credits taken as humanities courses declined. Credits in Western civilization are down 50 percent; in U.S. history, down 20 percent; and in U.S. government, down 70 percent. In the face of declining enrollments, many schools have dropped humanities courses from the curriculum altogether (Bennett, 1984).

Elliot Eisner (1984) examines six reasons for the decline of the humanities in our schools: (1) a positivistic attitude toward education that looks with suspicion upon forms of understanding that reply upon judgment, intuition, metaphor, and other nonquantitative forms of the exchange between teacher and student and between student and subject matter; (2) a preoccupation with measurable achievement of prespecified outcomes; (3) the influence of a practical public which often finds it difficult to understand why the "impractical" humanities should be given serious attention in the public schools; (4) educators' concern with time as a commodity reserved for sciences and other practical disciplines; (5) the idea that schooling is or should be an enterprise free of values, designed to teach children to think, but not to become critical of the status quo; and (6) lack of an effective professional constituency, since teachers of each of the humanities fields give their first allegiance to their primary discipline.

What Is the Role of the Humanities in the English Classroom?

Still a staple in high schools in spite of curricular upheaval, English is an essential subject of the humanities. Literature and writing are products of the culture and history from which they spring, embodying that heritage for later generations. A typical literature curriculum explores many of the dimensions encompassed by the humanities: the purpose for human existence and what human characteristics and beliefs are of value (Bennett, 1984: Finn, Ravitch, and Fancher, 1984). According to Fancher (1984), "the English program, more than any other, is charged with stewardship of education for the sake of 'humanity.' Certainly it possesses the richest

resources for exercising this stewardship.... Knowledge of human character and of social facts and patterns is to be gained in English classes, principally through the study of literature, in far greater degree, diversity, depth, and detail than in any other high school course."

How Are Multidisciplinary Techniques Used to Incorporate the Humanities into English Instruction?

English instructors can place the works of literature suited for the high school classroom in a cultural context by incorporating into the coursework the music, art, history, religion, social customs, and attitudes of each work's respective period in history (Holbrook, 1985). This can be accomplished in several ways. For example, Baker (1985) connects literature to art by assigning analysis of a classic literary work along with analysis of a related painting selected by the student. Students explore themes and conflicts common to both works and ultimately defend the relationship between the two in an expository essay.

Ulbrich (1985) describes an American literature course that includes both architecture and art. Slides of historically significant architecture are seen as parallel to various styles of writing in American literary history. Also, Ulbrich's unit on music from historical periods can be easily adapted to literature. Numerous artists and musicians whose works can be successfully integrated into English classes are discussed in the "Our Readers Write" section of *English Journal*, November 1985.

Can a Thematic Approach Be Used to Explore the Humanities in English Classroom?

Thematic approaches to literature offer an excellent opportunity to focus on the humanities. For example, Ulbrich's senior advanced placement class explores a universal concern of humankind, the concept of evil, through the study of Renaissance art and literature, Conrad's *Heart of Darkness*, Eliot's *The Hollow Men*, the film *Billy Budd*, *Othello*, and other works.

The role of the humanities in educating for a democracy is a theme suggested by Wood (1985), who provides five specific roles for the humanities and suggests suitable literary works: equality (*Huckleberry Finn*); diversity (*Hard Times, American Dreams: Lost and Found*); self-worth (*The Wizard of Oz*); alternatives (*1984, Brave New World, Lord of the Flies*); and inspirational models (*The Grapes of Wrath, The Plague*).

An even broader array of thematic units can be found in the supplements to "Thematic Units in Teaching English and the Humanities" (Spann and Culp 1977; 1980). Some of these units deal specifically with literature, such as the Jewish experience in American literature, male/female roles in literature and the media, and the exodus theme in black American literature. Other thematic units, such as politics, law and justice, or celebrating life, can also be adapted to literature study.

Summary

The changes in educational focus and funding have given the English classroom a pivotal role in exposing students to a variety of humanistic concerns and in providing them with a synthesis of the separate humanities disciplines. The enrichment of literature and composition common to most English classrooms is perfect fuel for a "study of civilization" focus. As Ulbrich (1985) observes, "Expanding 'English' to mean 'Humanities' has been a touchstone for English classes for decades. Recent renaming should just encourage teachers to add more than they already do."

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Trade Books in the K–12 Classroom

by Jerry Johns and Susan Schuengel

As the use of trade books in language arts and content area classrooms becomes increasingly popular, teachers need to know what books to choose and how and why to incorporate them into the curriculum. This *FAST Bib*, based on entries to the ERIC database, contains selected references from 1987 to 1990. The bibliography is organized into five sections: Content Areas, Integrated Language Arts, Literature Based Reading Programs, Teacher Education, and General Interest Bibliographies. The information in these citations will help teachers of elementary and high school students decide which trade books are appropriate for their classrooms and how best to put them to use.

Content Areas

Danielson, Kathy Everts. "Helping History Come Alive with Literature," *Social Studies*, v80 n2 p65-68 Mar-Apr 1989.

Describes 20 trade books to aid teachers in the development of social studies concepts. Suggests ways to use these books to extend lesson units by emphasizing formation of concepts and generalizations, integrating social sciences, clarifying values, achieving objectives, and maintaining objectivity in discussing societal conflict.

Hansen, W. Lee. "'Real' Books and Textbooks," *Journal of Economic Education*, v19 n3 p271-74 Sum 1988.

Advocates the supplemental use of trade books with textbooks in introductory economics courses. States that students will learn how economists approach economic issues in the real world, building upon the organized textbook presentation of material. Acknowledges that textbooks are essential to instruction, and lists several appropriate works for supplemental reading.

Lehman, Barbara A.; Crook, Patricia R. "Content Reading, Tradebooks and Students: Learning about the Constitution through Nonfiction," *Reading Improvement*, v26 n1 p50-57 Spr 1989.

Provides five lesson plans on the United States Constitution, in which students read several tradebooks in order to synthesize information from multiple sources in preparation for written or oral reports. Provides an annotated bibliography of 13 tradebooks about the Constitution.

McCann, Robert M. "Making Social Studies Meaningful by Using Children's Literature," *Georgia Social Science Journal*, v19 n2 p13-16 Fall 1988.

Gives examples of children's trade books which can enhance social studies topics dealing with everyday life in past times, the impact of historical events on the average person's life, historical facts, and sensitive issues in the students' lives. Lists the National Council for the Social Studies' 1986 Notable Children's Trade Books.

Pruitt, Laura L., Comp. "Making Connections: A Selected List of Historical Fiction K-12." 1989. 83p. [ED 308 511]

Provides media specialists and teachers with an annotated list of historical fiction tradebooks categorized by American historical periods and grade-level groupings. Contains two parts: a list of historical fiction book titles subdivided into nine chronological historical periods starting with the Colonial period prior to 1763 and going up to 1980; and an annotated booklist containing bibliographic information and annotations for 340 books.

Webre, Elizabeth C. "Content-Area-Related Books Recommended by Children: An Annotated Bibliography Selected from 'Children's Choice' 1975-1988." 1989. 21p. [ED 303 775]

Contains 121 children's choices, which are guaranteed to be informational and entertaining as students study math, health, science, social studies, and the language arts.

"Outstanding Science Trade Books for Children in 1988," *Science and Children*, v26 n6 p40-45 Mar 1989.

Lists annotations of books based on accuracy of contents, readability, format, and illustrations. Includes number of pages in each entry, price,

and availability. Covers the following topics: animals, biographies, space science, astronomy, archaeology, anthropology, earth and life sciences, medical and health sciences, physics, technology, and engineering.

Integrated Language Arts

Meerson, Mary Lou. "Integrating the Language Arts: Alternatives and Strategies Using Trade Books as Models for Student Writing." Paper presented at the Annual Meeting of the International Reading Association, 1988. 8p. [ED 294 210]

Provides specific suggestions on how, when, and why to use literature, or trade books, to help the novice writer. Shows how teachers can help students at all levels build schema by writing books themselves. Offers suggestions for employing literature as a model for student writing including using trade books to teach literary devices (*The Diary of Anne Frank* for diaries, and *Science Experiments You Can Eat* for content area writing), and writing book extensions (prologues or epilogues for books, new stories for well-known characters, or changing the setting of a story). Contains an annotated bibliography of trade books.

Rhodes, Lynn K.; Dudley-Marling, Curt. "Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students." 1988. 329p. [ED 293 117]

Discusses topics including: learning disabled and remedial students; a holistic theory of reading and writing development; an observational approach to reading and writing assessment; and the problem of writing meaningful goals and objectives from a holistic perspective. Provides a large number of instructional strategies in chapters entitled "Planning Instruction"; "Prereading Instruction"; "In-Process Reading Instruction"; "Post-Reading Instruction"; "Composition: Choices and Instruction"; and "Transcription: Choices and Instruction." Encourages teachers to surround students with print and encourage the discovery by students that reading and writing are meaningful, purposeful, and personally worthwhile. Presents a discussion of collaboration on a literacy program with parents, teachers, and administrators; and includes an extensive list of predictable trade books for students.

Stewig, John Warren, Ed.; Sebesta, Sam Leaton, Ed. "Using Literature in the Elementary Classroom. Revised and Enlarged Edition." 1989. 144p. [ED 308 542]

Focuses on the wealth of language learning possibilities that open up when teachers surround students with attractive and well-written books and know how to use them in imaginative ways. Reflects the current movement in elementary education toward student-centered teaching and integrating the language arts. Contains: (1) "Reading to Learn about the Nature of Language" (A. Barbara Pilon); (2) "Using Picture Books for Reading Vocabulary Development" (Alden J. Moe); (3) "The Tradebook as an Instructional Tool: Strategies in Approaching Literature" (Helen Felsenthal); (4) "Book Illustration: Key to Visual and Oral Literacy" (John Warren Stewig); (5) "Reading Leads to Writing" (Richard G. Kolczynski); (6) "Creative Drama and Story Comprehension" (Mary Jett-Simpson); and (7) "Literature across the Curriculum" (Sam Leaton Sebesta).

Whyte, Sarah. "Whole Language Using Big Books." 1988. 73p. [ED 298 479]

Discusses thematic units designed around Wright Company Big Books, and demonstrates ways that Big Books can be used in a whole language first-grade program. Presents lessons which indicate skill focus, needed materials, procedures, and additional thoughts or suggestions about the lesson. Includes units which consist of: "Bedtime" (five lessons); "Monsters and Giants" (five lessons); "Valentine's Day" (one lesson); "Houses" (two lessons); "Our Town" (four lessons); "Our Family" (four lessons); "Me" (one lesson); "Me (Feelings)" (three lessons); "Me (Helping)" (one lesson); and a discussion about using African folk tales in the classroom. Contains a list of themes and Wright Books used; a thematic listing of poems/songs and their authors; a list of nursery rhymes for use in whole language activities; a thematic listing of trade books and their authors; possible big book material; a whole language and writing bibliography; and a teacher resource bibliography.

Literature-Based Reading Programs

Henke, Linda. "Beyond Basal Reading: A District's Commitment to Change," *New Advocate*, v1 n1 p42-51 1988.

Describes how the district committee of the West Des Moines Schools (Iowa) changed its reading program. Explains how the role of a basal was redefined, how trade books were incorporated, how the program encouraged independent reading, and how writing was given a major role in reading class.

Richek, Margaret Ann; McTague, Becky K. "The 'Curious George' Strategy for Students with Reading Problems," *Reading Teacher*, v42 n3 p220-26 Dec 1988.

Describes and evaluates a remedial reading strategy—assisted reading—which uses a motivating series of popular children's books to improve the performance of remedial readers.

Tunnell, Michael O.; Jacobs, James S. "Using 'Real' Books: Research Findings on Literature Based Reading Instruction," *Reading Teacher*, v42 n7 p470-77 Mar 1989.

Reviews several studies which support the success of a literature-based approach to literacy with various types of students (limited English speakers, developmental readers, remedial readers, etc.). Describes several common elements found in different literature-based programs, including the use of natural text, reading aloud, and sustained silent reading.

Teacher Education

Duquette, Ray. "Videotape Review: 'Showing Teachers How,'" *Journal of Reading Education*, v14 n1 p43-45 Fall 1988.

Reviews "Showing Teachers How," a series of 12 videotapes released in 1986 and 1987 dealing with (1) reading instruction using the whole language approach in the elementary school; (2) social studies instruction using trade books; (3) writing instruction; and (4) discussion strategies for current events.

Frager, Alaan. "Conquering Aliteracy in Teacher Education," *Journal of Teacher Education*, v38 n6 p16-19 Nov-Dec 1987.

Considers preservice teachers' needs as readers during the development of a program intended to motivate these teachers to spend part of their summer reading education trade books, resulting in a marked increase in the number of trade books and books in general the teachers read.

Hepler, Susan. "A Guide for the Teacher Guides: Doing It Yourself," *New Advocate*, v1 n3 p186-95 Sum 1988.

Notes the plethora of guides to trade books for classroom use. Suggests what a good guide should do, and presents a guide to help teachers write and edit their own.

Silvey, Anita. "Editorial: The Basalization of Trade Books," *Horn Book Magazine*, p549-50 Sep-Oct 1989.

Discusses the trend towards voluminous study guides with work sheets and drills for children's books, subjecting great literature to the practices of basal reading textbooks and discouraging children from reading. Urges teachers to trust the book to do its own teaching and to learn to get out of the way.

General Interest Bibliographies

"Children's Choices for 1990," *Reading Teacher*, v44 n2 p131-41 Oct 1990.

Presents brief annotations of the 111 books chosen by elementary students. Groups the books by general reading levels: all ages, younger readers, middle grades, and older readers. Identifies 27 titles that are especially popular in beginning independent reading. Continues an annual tradition of a series of book lists that first appeared in the November 1975 issue of *The Reading Teacher*.

Stahlschmidt, Agnes D. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Portions of this paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. 9p. [ED 305 654]

Contains 54 annotations of library resource materials in the following areas: (1) "Locating Titles on a Theme/Literary Genre"; (2) "Identifying Titles for Reading Aloud"; (3) "Learning to Express Yourself: Puppetry, Reader's Theater, Storytelling"; (4) "Locating Information about Authors and Illustrators"; (5) "Using Literature in the Classroom: Resources for the Professional Collection"; and (6) "Just for Fun: Literature Activities." Includes a list of addresses of publishers/distributors.

"Teachers' Choices for 1990," *Reading Teacher*, v44 n3 p329-36 Nov 1990.

Identifies outstanding trade books published for children and adolescents that teachers find exceptional in curriculum use. Groups books into primary (K-2), intermediate (3-5), and advanced (6-8) levels.

"1990 Young Adults' Choices," *Journal of Reading*, v34 n2 p203-09 Nov 1990.

Presents brief annotations of the 29 books chosen most often by middle, junior high, and senior high school students. Includes novels dealing with alcoholism, drunk drivers, and equal access to activities and sports for girls. Continues an annual list of books begun in 1987.

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Reading Aloud to Students

by Jerry Johns and Joelle Schlesinger

Recent research in reading has shown how important it is to read aloud to students. This *FAST Bib* explores some of the research and ways to use this knowledge in the classroom. Parent support and involvement is also extremely important so a section is devoted entirely to helping parents get involved. The major sections of this bibliography are Overview, Applications for the Classroom, Importance of Parents, Book Recommendations, and Research. Abstracts of some items have been abbreviated to allow for the inclusion of additional citations.

Overview

Dwyer, Edward J.; Isbell, Rebecca J. "The Lively Art of Reading Aloud to Children." Paper presented at the Annual Meeting of the Tennessee State Council of the International Reading Association, 1988. 7p. [ED 300 767]

Describes why reading aloud is an essential part of the classroom instructional program, along with direct instruction and sustained silent reading or book contact, and should not be slighted despite the numerous time demands from other sources. Notes that reading aloud to students provides opportunities for introducing students to good literature and encourages language development.

Haney, Dorothy. "Reading Aloud to Others: Factors Contributing to Its Value and Effectiveness in the Classroom." 1988. 44p. [ED 298 438]

Reviews the research on the value of reading aloud to students, the benefits of incorporating literature into the classroom, effective behaviors of parents and teachers, and creative ways of incorporating these techniques to create better and more interested readers. Provides information designed to be informative to teachers, parents, and administrators. Concludes that research indicates reading aloud is a valuable activity both in terms of instructional value and in developing positive reading attitudes.

Lockledge, Ann; Matheny, Constance. "Looking toward the Family: Case Studies of Lifelong Readers." Paper presented at the Annual Meeting of the International Reading Association, 1987. 24p. [ED 283 140]

Investigates the assumption that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading and encourage it produce families that enjoy reading. Provides information that may cause teachers to pause and reevaluate decisions regarding what will predispose students to enjoy reading. Argues that if high school students are taught how to effectively select children's literature and how to read aloud, schools could influence the next generation of parents and increase the number of new lifelong readers for pleasure.

Nistler, Robert J. "Reading Aloud as a Contributor to a Child's Concept of Story." Paper presented at the Annual Meeting of the National Council of Teachers of English, 1987. 11p. [ED 291 071]

Summarizes the specific benefits of reading aloud to students. Notes that when students listen to stories being read aloud they become aware of story components, can recognize plot, character, and theme, and they learn that a story involves one or more characters who must face and resolve a conflict. Points out that these story elements helps students in reading comprehension. Cites studies indicating that during storytime the language of teachers is purposeful and helps students arrive at some level of text understanding. Finds that teachers pose thoughtful questions, model their own thinking, and show spontaneous appreciation for stories.

Application for Classroom

"The Classroom Reading Teacher: Practical Teaching Ideas, Clip Sheet, and Questions and Answers," *Reading Teacher*, v41 n8 p857-71 Apr 1988.

Summarizes various authors who provide a wide range of instructional suggestions, including hints for parents on how to read aloud to older children, a story web prewriting technique, a lesson on similes, a description of a series of

books designed to develop literacy in natural ways, and advice on using the question-answer relationship procedure and basal readers.

Alvermann, Donna E.; Olson, James R. "Discussing Read-Aloud Fiction: One Approach for Motivating Critical Thinking," *Reading Horizons*, v28 n4 p235-41 Sum 1988.

Describes one teacher's reading aloud a Paula Danziger novel to motivate a group of adolescents to think and respond critically to read-aloud fiction. Includes examples of discussion strategies used to help students judge word play, recognize different points of view, and evaluate the author's ability to relate to her audience.

Fox, Carol; Sauer, Margery. "Celebrate Literature! A Spiraling Curriculum for Grades K-6." 1988. 15p. [ED 297 265]

Presents a multi-volume articulated literature curriculum for grades K-6. Describes how, by building upon established practices of reading aloud to children, the curriculum offers teachers information about genre, books, authors, and illustrators and provides a structure for using children's literature in the classroom. Describes seven guides that form a spiraling curriculum designed to teach students to understand, evaluate and appreciate literature, and achieve these goals: (1) to introduce children to their literary heritage; (2) to encourage children to read for pleasure and knowledge; (3) to provide children with knowledge of literary elements and structure; (4) to allow for creative response to literature; (5) to develop children's ability to evaluate literature; and (6) to develop independent readers and learners.

Levesque, Jeri. "ELVES: A Read-Aloud Strategy to Develop Listening Comprehension (In the Classroom)," *Reading Teacher*, v43 n1 p93-94 Oct 1989.

Describes ELVES (Excite, Listen, Visualize, Extend, Savor), a read-aloud strategy designed to develop listening comprehension and maintain elementary school students' initial excitement about reading.

Markle, Aldeen B. "Developing Critical Thinking Skills through Literature," *School Library Media Quarterly*, v16 n1 p43-44 Fall 1987.

Discusses the value of literature and reading aloud in developing critical thinking skills and suggests several books to supplement the basal textbook.

Sullivan, Joanna. "Read Aloud Sessions: Tackling Sensitive Issues through Literature," *Reading Teacher*, v40 n9 p874-78 May 1987.

Explains how read-aloud sessions can be developed in ways that help children deal with common concerns and provides an example.

Importance of Parent Involvement

Clary, Linda Mixon. "Parents Teach Reading, Too." 1989. 7p. [ED 310 359]

Tells why parents and teachers need to be involved in teaching children to read and to enjoy reading. Describes three planks in a platform that will help all parents become involved in their children's learning to read: 1) parents must set the example; 2) they must follow up on reading by helping youngsters to write and bind their own books, taping excerpts of youngsters reading favorite parts of books, creating book character "parades," and watching TV shows about books; and 3) parents must find out about the instructional program at the child's school. Concludes that by reading to their youngsters, reacting with them to books, and overseeing school programs parents can teach their children to read and to enjoy reading.

Daly, Nancy Jo; and others. "Clues about Reading Enrichment." 1987. 36p. [ED 288 186]

Describes an illustrated guide that provides tips, suggestions, and activities that parents can follow at home to help their children read. Notes that regularly reading aloud to and with children is an important way for parents to help improve children's reading, writing, and thinking skills, and at the same time to enhance the parent-child bond.

Demos, Elene S. "Parents: An Untapped Resource," *Reading Horizons*, v28 n1 p34-38 Fall 1987.

Focuses upon parental involvement in reading and examines research and activities that can be beneficial at home and at school.

"Help Your Child Become a Good Reader." 1987. 5p. [ED 278 954]

Focuses on reinforcing students' reading skills at home. Emphasizes that parents should read aloud to children, talk to them about their experiences, take them places, limit their television-watching, and take an interest in their reading progress. Contends that success and interest in reading depends largely on whether: 1) children acquire knowledge at home; 2) parents converse with them; 3) parents encourage children to talk about their feelings; and 4) whether parents read

aloud to them. Provides fifteen ideas for promoting reading.

Book Recommendations

Michener, Darlene M. "Test Your Reading Aloud IQ," *Reading Teacher*, v42 n2 p118-22 Nov 1988.

Discusses the importance of reading aloud to young children. Suggests several books for reading aloud at the elementary level.

Silvey, Anita. "I Have Come Home to Tell You the Truth." 1988. 19p. [ED 300 759]

Reflects on the experiences of the Horn Book Magazine's editor-in-chief during the 20 years following her graduation from Indiana University. Provides ten qualities which are important in selecting books to read aloud to children: (1) strong plot lines; (2) characters with whom children can identify; (3) characters who must make a moral choice; (4) ambiguity about what is happening in the plot or to a character; (5) books that tie into something other than the reading curriculum; and (6) books easily adapted for writing exercises. Contains a list of the speaker's 25 favorite books for K-8.

Smith, Nancy J.; and others. "Making the Literate Environment Equitable," *Reading Teacher*, v40 n4 p400-07 Jan 1987.

Surveys 254 teachers in Texas and Kansas to determine their favorite books for reading aloud to children. Shows that their preferences included twice as many male protagonists as female and that these males were portrayed more positively than the females.

"Stories to Be Read Aloud (Booksearch)," *English Journal*, v78 n2 p87-90 Feb 1989.

Presents junior and senior high school teachers' suggestions for short stories to read aloud in a single class period, including "The Laughing Man" (J.D. Salinger), "A & P" (John Updike), "Epicac" (Kurt Vonnegut), "The Story of an Hour" (Kate Chopin), and "The Yellow Wallpaper" (Charlotte Perkins Gilman).

"Read-Aloud Books: An Annotated Bibliography, Grades 4-8." 1987. 36p. [ED 300 762]

Presents books for reading aloud to children in grades 4-8. Provides 140 entries, listed alphabetically by author, that provides the author's name, title, publisher, sequels or related books, a brief annotation about the plot, and grade level.

"Booksearch: Recent Novels Used for Common Reading," *English Journal*, v77 n1 p72-78 Jan 1988.

Presents 13 teachers' suggestions for recent novels to use for common reading or classroom teaching at various grade levels.

Research

Craddock, Sonja; Halpren, Honey. "Developmental Listening in a Whole Language Classroom," *Canadian Journal of English Language Arts*, v11 n1 p19-23 1988.

Explains the difference between a reading aloud to children program designed to motivate children to read, and a developmental listening program which provides a focus for listening in a whole language environment and requires response and evaluation.

Herzing, Michelle. "Children's Literature in Secondary School," *Journal of Reading*, v32 n7 p650-51 Apr 1989.

Argues that children's literature has a place in the remedial secondary school reading class. Relates the positive reaction of seventh grade students to having "Jack and the Beantree" read to them.

Iarusso, Marilyn Berg. "How to Promote the Love of Reading," *Catholic Library World*, v60 n5 p212-18 Mar-Apr 1989.

Summarizes current research on teaching children to love reading, and identifies techniques that can be used by parents, teachers and librarians to foster this attitude. Discusses the value of reading aloud to children, selecting children's books, the different interests of boys and girls, and reading to develop values.

Matthews, Charles E. "Lap Reading for Teenagers," *Journal of Reading*, v30 n5 p410-13 Feb 1987.

Argues that reading aloud to teenagers can provide some of the same benefits that lap reading gives to younger children.

Radecki, Kay K. "An Annotated Bibliography of the Literature Examining the Importance of Adults Reading Aloud to Children." 1987. 67p. [ED 296 274]

Documents the change in attitudes toward adults' (parents and teachers) reading aloud to children since the late 1950s to determine if the practice is strongly correlated to early fluency for young readers.

Focused Access to Selected Topics No. 41
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Vocabulary Instruction in Secondary Education

by Richard Lansberry

Students in secondary classrooms encounter thousands of new words through their lessons and texts each year. Many of these words represent new concepts or new names for ideas with which students have had limited experience. It is impossible for an instructor to teach each new word; however, the correlation between a student's knowledge of the content vocabulary and his/her ability to comprehend the material is well established. The content area teacher has the difficult task of selecting which words/concepts are most important and providing the necessary experiences to insure that students learn them. This will often involve a number of exposures to a new word, with a group that is, at times, less than receptive to traditional forms of vocabulary study. The teacher who is able to employ a wide spectrum of techniques and motivational strategies will make learning content vocabulary more stimulating and enduring for students.

This bibliography is a review of literature in the ERIC database from 1976-1989 related to vocabulary instruction in secondary education. The majority of the citations provide articles with specific strategies for teaching vocabulary in content classrooms, regardless of the subject matter being taught. The remainder of the sources focus on the theoretical framework, recent research, and an overview of the rationale for vocabulary instruction in secondary content areas. Those teachers looking for new instructional ideas and seeking ways to improve their programs will find this collection of sources helpful.

Overview

Cunningham, Patricia M. "Teaching Vocabulary in the Content Areas," *NASSP Bulletin*, v63 n424 p112-16 February 1979.

Explores techniques for integrating vocabulary development activities into the content area classroom.

Graves, Michael F.; Prenn, Maureen C. "Costs and Benefits of Various Methods of Teaching Vocabulary," *Journal of Reading*, v29 n7 p596-602 April 1986.

Notes three types of instructional costs involved in teaching vocabulary, and discusses the benefits of some specific methods of vocabulary instruction.

Holbrook, Hilary Taylor. "A Content Vocabulary," *Journal of Reading*, v28 n7 p642-44 April 1985.

Explores problems surrounding direct instruction in vocabulary, and describes sources in the ERIC system offering other approaches to vocabulary development.

Maschek, Rose Marie. "Course Outline for Clinical Reading at the High School Level." 1987. 193p. [ED 169 480]

Divides content reading into two major sections: recognizing and understanding ideas, and recognizing and understanding words. Provides a number of teaching strategies with a focus on vocabulary development.

Ruddell, Robert. "Vocabulary Learning: A Process Model and Criteria for Evaluating Instructional Strategies," *Journal of Reading*, v29 n7 p581-587 April 1986.

Discusses the interactive nature of reading and vocabulary learning. Provides additional insight on how this interaction forms the basis for evaluation of approaches to vocabulary development.

Shuman, R. Baird. "Strategies in Teaching Reading: Secondary Curriculum Series." 1978. 128p. [ED 158 237]

Provides a comprehensive review of some of the problems the content area teacher faces in teaching reading. Describes several strategies for the improvement of reading skills through vocabulary instruction.

Simpson, Michele L. "Alternative Formats for Evaluating Content Area Vocabulary Understanding," *Journal of Reading*, v31 n1 p20-27 October 1987.

Addresses three problems: (1) What is involved in understanding a word or concept? (2) How is word knowledge measured? and (3) What are some alternative forms of vocabulary

development? Provides several techniques for evaluating vocabulary.

Standal, Timothy C.; Schaefer, Christine C. "Vocabulary Improvement: Program Goals and Exemplary Techniques." 1978. 11p. [ED 239 229]

Discusses and supports the essentials of any vocabulary improvement program. Depicts six components of an effective program.

Thelen, Judith N. "Vocabulary Instruction and Meaningful Learning," *Journal of Reading*, v29 n7 p603-609 April 1986.

Discusses the importance of vocabulary instruction to comprehension. Reviews several suggestions on how to make vocabulary instruction meaningful to students.

Reading Theories

Dollerup, Cay; and others. "Vocabularies in the Reading Process." 1988. 34p. [ED 295 124]

Argues that the reader's vocabulary is the result of an interplay between the reader's reading strategies and word knowledge, as well as the text and its contents.

Nelson, Joan Herber. "Expanding and Refining Vocabulary in Content Areas," *Journal of Reading*, v29 n7 p626-33 April 1986.

Suggests that new vocabulary words be presented in concept clusters and related to prior knowledge to assist organization in memory.

Sternberg, Robert J. "Components of Verbal Intelligence: Final Report." 1985. 91p. [ED 267 090]

Proposes an alternative theory of verbal comprehension, specifying the information-processing components which are the mediating variables underlying the acquisition of word meanings from context.

Recent Research

Alvermann, Donna E. "Research within Reach: Secondary School Reading: A Research Guided Response to Concerns of Reading Educators." 1987. 201p. [ED 282 187]

Provides secondary school teachers with a resource text which synthesizes reading related research on a variety of topics. Discusses vocabulary development and includes a comprehensive bibliography.

Kaye, Daniel B. "Verbal Comprehension: The Lexical Decomposition Strategy to Define Unfamiliar Words," *Intelligence*, v11 n1 p1-20 January-March 1987.

Tests the ability of secondary students to use a lexical decomposition strategy to define prefixed words. Supports the theory of internal context use.

Kononpak, Bonnie C. "Effects of Inconsiderate vs. Considerate Text on Secondary Students, *Journal of Reading Behavior*, v20 n1 p25-41 Spring 1988.

Reports that contextual information in natural text may have a limiting effect on learning the meaning of words. However, students may be satisfied with their limited understanding.

Sanacore, Joseph. "Linking Vocabulary and Comprehension through Independent Reading." 1988. 15p. [ED 300 798]

Reports that independent reading can serve as a practical method for linking vocabulary and comprehension. Presents this as a separate strategy which complements other approaches and expands word knowledge.

Wenglinski, John C. "Translating Research into Classroom Practice," *Journal of Reading*, v30 n6 p500-05 March 1987.

Provides information about a classroom implementation experiment in vocabulary research.

Williamson, Leon E. "Concrete Features of Vocabulary Development from Puberty through Adolescence." 1982. 18p. [ED 261 335]

Reviews a comprehensive study comparing the vocabulary development of seventh- and eleventh-grade students. Explains that the two populations differ on syllables, prefixes, combining forms, and derivational suffixes.

Strategies and Curriculum Applications

Anderson, Nina L. "Say What?" *Exercise Exchange*, v30 n1 p29-30 Fall 1984.

Describes an exercise to develop students' vocabulary using the more complex language on popular television programs.

Blachowicz, Camille L. "Making Connections: Alternatives to the Vocabulary Notebook," *Journal of Reading*, v29 n7 p643-49 April 1986.

Describes six strategies for teaching vocabulary: exclusion brainstorming, knowledge rating, connect two, semantic feature analysis and semantic gradients, concept ladder, and predict-o-gram.

Brown, Rexel E. "Vocabulary Development in the Classroom," *Journal of Children and Youth*, Spring 1981. 69p. [ED 200 310]

Presents the first of a four-article series providing a source book for teaching vocabulary to

secondary students. Included is a discussion of weaknesses in vocabulary instruction and specific activities for developing vocabulary.

Carr, Eileen M. "The Vocabulary Overview Guide: A Metacognitive Strategy to Improve Vocabulary Comprehension and Retention," *Journal of Reading*, v28 n8 p684-89 May 1985.

Suggests a metacognitive strategy for improving vocabulary, which establishes a relationship between the new word and the reader's personal experiences.

Comprehension in the Content Areas, 7-12: Strategies for Basic Skills. 1979. 117p. [ED 199 693]

Offers strategies for improving comprehension in content areas. Presents a discussion of concept and vocabulary development.

Culver, Mary. "Word Retrieval," *Exercise Exchange*, v22 n1 p15-17 Fall 1977.

Describes a group discussion process for helping students make use of the vocabulary that normally lies dormant in their minds.

Cunningham, Patricia; and others. "Vocabulary Scavenger Hunts: A Scheme for Schema Development," *Reading Horizons*, v24 n1 p44-50 Fall 1983.

Describes an instructional procedure based on the findings of schema research, illustrating that the more students know about a subject, the better they can comprehend what they read about that subject.

Edwards, Audrey, T.; Dermot, Allan R. "A New Way with Vocabulary," *Journal of Reading*, v32 n6 p559-61 March 1989.

Provides a method that teaches vocabulary as a prereading activity using selected quotes. Emphasizes the use of word parts and context clues to learn new vocabulary.

Frager, Alan M. "An 'Intelligence' Approach to Vocabulary Teaching," *Journal of Reading*, v28 n2 p160-64 November 1984.

Describes a teaching strategy in which the teacher models interest in words and develops the students' ability to learn the labels for new thoughts, ideas, and concepts.

Fuchs, Lucy. *Teaching Reading in the Secondary School, Fastback 251.* 1987. 34p. [ED 281 165]

Provides several chapters on vocabulary development, including specific instructional methods and activities.

Ignoffo, Matthew F. "The Thread of Thought: Analogies as a Vocabulary Building Method," *Journal Of Reading*, v23 n6 p519-21 March 1980.

Demonstrates why analogy exercises are useful in developing both vocabulary and concept formation.

Kaplan, Elaine M.; Tuchman, Anita. "Vocabulary Strategies Belong in the Hands of Learners," *Journal of Reading*, v24 n1 p32-34 October 1980.

Describes five strategies that foster independent learning of content area vocabulary.

Luere, Jeane. "Word Power: Vital to the 1980s." Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association, 1980. 11p. [ED 193 691]

Provides an instructional strategy which uses aural rehearsal, contextual experience, and oral drills to learn new words. Presents the use of media materials found in the students' environment as an effective instructional tool.

"Open to Suggestion," *Journal of Reading*, v27 n4 p364-66 January 1984.

Demonstrates the use of a vocabulary game for secondary school reading students, to develop their vocabulary.

"Open to Suggestion," *Journal of Reading*, v27 n7 p650-54 April 1984.

Describes activities that use jigsaw puzzles for vocabulary building with high school readers.

Piercey, Dorothy. *Reading Activities in Content Areas: An Idea Book for Middle and Secondary Schools.* 1976. 580p. [ED 130 251]

Includes a number of activities and teaching strategies for teaching reading in content areas. Focuses on classroom techniques for stimulating vocabulary development.

Richek, Margaret Ann. "Relating Vocabulary Learning to World Knowledge," *Journal of Reading*, v32 n3 p262-67 December 1986.

Discusses how becoming more aware of the origins of common words and learning how more sophisticated words relate to historical developments help students learn vocabulary.

Thompson, Loren C.; Frager, Alan, M. "Individualized Vocabulary Instruction in Developmental Reading," *Reading Horizons*, v26 n1 p47-53 Fall 1985.

Provides a technique for teaching vocabulary that integrates individual students' needs and experiences with the use of context in determining word meanings.

VanderMeulen, Kenneth. "Reading in the Secondary Schools: Teaching Students How to Add Words to Their Vocabulary," *Reading Horizons*, v17 n1 p66-70 1976.

Offers practical suggestions for improving the vocabularies of high school students.

ERIC

Focused Access to Selected Topics No. 38
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Classics, Folklore, and Mythology in the Classroom

by Michael Shermis

The ERIC database provides numerous teaching methods, models, classroom resources, activities, and topics for research in the areas of the classics, folklore, and mythology. The sources mentioned below provide suggestions for teaching classics as part of the literary canon and relating those works to more recent literature. The resources on folklore furnish the teacher with instructional possibilities for the integration of folklore into the curriculum. The references on mythology discuss the relation of myths to social functions, the use of classical mythology, and creative ways of teaching mythology.

Classics

Bloom, Lynn Z. "Engendering Cultural Literacy." Paper presented at the 39th Annual Meeting of the Conference on College Composition and Communication, 1988. 16 p. [ED 293 146]

Points out that traditional literary canon, represented by E.D. Hirsch's list in *Cultural Literacy: What Every American Needs To Know*, of works which every literate American "needs to know," deemphasize the cultural significance of women and minorities. Offers an alternative and expanded model of cultural literacy called GODDESS (Gender or Diversity Designed to Show Significance) that could be a new way to teach the dominant white male culture about women, minorities, the old, and the poor. Contends that it is imperative that the literary canon be expanded to include high quality literature by women and minorities, including works in various nonfiction genres.

Claassen, J.M. "Classics for the Gifted: Some Practical Strategies." Paper presented at the International Conference: Education for the Gifted "Ingenium 2000," 1984. 31 p. [ED 292 224]

Explores practical strategies for using classical studies to enhance the education of adolescent students, especially those who are gifted. Describes a project in which 20 gifted students (ages 13-17) were asked to review new juvenile classical books and teaching packets. Conclusions drawn from the project confirm that the classics have much to offer the gifted and that they also offer a new awareness that even random digging into the classical world is a rewarding experience for both average and gifted pupils.

Cummings, Melodie. *Literature Line-Up: A Study of Different Forms of Literature for Intermediate Grade Children.* Area Education Agency 7, Cedar Falls, IA, 1980. 62p. [ED 239 205]

Offers a variety of teacher and student materials which are designed to develop student appreciation of different forms of literature, stimulate ideas for student writing, and develop or expand student understanding of story elements and writing techniques.

Gambell, Trevor J. "Choosing the Literature We Teach," *English Quarterly*, v19 n2 p99-107 Sum 1986.

Discusses teachers' and students' roles in the selection of literature to be taught, developing a selection policy, the place of the classics in the literature curriculum, and the connection between literature and values education.

Kirk, Geoffrey S. "The Future of Classics," *American Scholar*, v45 n4 p536-47 1976.

Argues the case for bringing constructive change into the process of teaching and learning the classics. Emphasizes particular teaching approaches combined with a critical evaluation of earlier methods of teaching classics.

Kniker, Charles B. "Teaching about Religion in the Public Schools." Fastback 224. Phi Delta Kappa Educational Foundation, Bloomington, IN, 1985, 49p. [ED 256 688]

Clarifies what can be taught about religion in public schools while remaining within constitutional guidelines and using teaching material that is pedagogically sound. Sections cover the historical background, the current situation, and issues

to resolve in teaching about religion; the place of religion in the curriculum, teacher preparation, and resources; approaches to using the Bible and some classroom problems; and the controversies surrounding community relations and teaching about religion.

Laughlin, Rosemary M. "'Antigone': A Play for All Curricula." Paper presented at the 77th Annual Meeting of the National Council of Teachers of English, 1987. 9p. [ED 290 142]

Argues that because of its exploration of human conflicts, its examination of society and the individual relationships within it, and its focus on universal moral issues, Sophocles' "Antigone" is a relevant addition to secondary school core curricula. "Antigone" is effective in responding to each of Philip Anderson's four rationales for curricula: (1) the high culture model, which addresses universal themes such as man versus God, and society versus the individual; (2) the democratic culture model, which expresses the theme "one must obey the higher law" and can be related to contemporary American society; (3) the social development/social reconstruction model, which provides values clarification through meaningful parallels with the play; and (4) the psycholinguistic model, which helps students understand the history of words and the development of figurative language and rhetorical techniques.

LeMoine, Fannie J. "Classics, the Academy, and the Community," *Classical Outlook* v63 n1 p6-9 Oct-Nov 1985.

Describes what the field of classics covers and how it developed before the 20th century. Examines how the subject matter of classics has expanded and how methods of teaching and research have changed. Suggests ways to integrate the study of the classics into the cultural life of the community.

Leonard, Harris K. "The Classics—Alive and Well with Superman," *College English,* v37 n4 p405-7 1975.

Points out that student-drawn comic strip versions of classical works can stimulate discussion and appreciation.

Marzi, Jean Denis. "An Introduction to Teaching Moliere: *La Jalousie du Barbouille,*" *Modern Language Journal,* v68 n2 p125-29 Sum 1984.

Introduces a critical methodology for students approaching literary French texts of the Classical period, such as Moliere. Suggests that greater enjoyment. Concludes that this type of instruction need not be limited to students of French, but can benefit students of all languages.

Masciantonio, Rudolph. "Fifteen Hints on Teaching Greek and Roman Literature," *English Journal,* v74 n8 p28-30 Dec 1985.

Lists and explains some suggestions that have proven useful in teaching classical literature, including (1) letting students hear the languages, (2) finding good translations, and (3) relating the works to more recent literature.

McClain, Anita Bell. "Using Traditional Literature to Teach Critical Reading Skills." Paper presented at the 11th Annual Meeting of the Far West Regional Conference of the International Reading Association, 1985. 12p. [ED 260 381]

Discusses how to teach children to become critical readers through the use of traditional literature. Possible titles for use are "Too Much Noise" for primary grades, "Snow White and the Seven Dwarfs" for primary/middle grades, and "Cinderella" for middle grades.

Stafford, Mary Ann. "Humanities Curriculum Guide." Pine Bluff School District 3, AR. 1984. 161 p. [ED 251 395]

Outlines a two-course, two-year elective in humanities for high school juniors and seniors. The major portion of the guide contains unit plans for the two courses, which cover Tribal Man, Classical Man, Renaissance Man, Modern Man, Man and Self, Man and God, and Man and Society.

van Stekelenburg, A.V. "Classics for the Gifted: Evaluation." Paper presented at the International Conference: Education for the Gifted "Ingenium 2000," 1984. 10p. [ED 292 223]

Argues that classical studies have value for all students and particular benefits for gifted students at all educational levels. A gradual retrenchment of formal, philological classical studies in elementary and secondary schools and universities has taken place in the last four decades. The study of Latin and Greek, as with any other language, can enhance personality development through a broader awareness of another culture. Translation is a creative activity that heightens one's sensitivity to language structure and thereby improves one's communicative abilities. Also significant is the employment of classical studies at a lower, nonliterary level.

Folklore

Fuchs, Merrill Lee; Gaffney, Maureen. "Using Folktale Films," *Young Viewers Magazine,* v5 n1-2 Win-Spr 1982

Introduces media specialists and educators to the range of possibilities for developing different activities for different objectives and age levels from a single film, "The Frog King or Faithful Henry." An introductory article provides a synopsis of film, rationale for its choice as a model, a discussion of folklore, and suggestions for using the guide. Includes six annotated bibliographies which cover filmmaking and film use, animals, animals in art, bestiaries, folktales and folklore, history resources, poetry, and related films. The issue concludes with a review supplement of nine films that are either folktale films or that have a thematic relation to "The Frog King."

Jalongo, Mary Renck. "Preserving American Folk Heritage through Story and Song." Paper presented at the International/Intercultural Seminar of the Association for Childhood Education International, 1983. 17 p. [ED 232 771]

Underscores folklore's appropriateness to mulitcultural classroom settings because of its connection with past and present cultures, its constancy and change, and its potential for oral transmission of human values. Most importantly, folktales and songs enable children to participate in the history of universal human emotions. To effectively include folklore in the curriculum, teachers should be skilled in telling/reading stories, and singing/playing songs with recorded or instrumental accompaniment.

Juska, Jane. "Levitation, Jokes, and Spin the Bottle: Contemporary Folklore in the Classroom—A Teacher's View," *English Journal,* v 74 n2 p37-38 Feb 1985.

Describes the effect the teaching of a unit on contemporary folklore had on a high school English teacher and her students. Suggests that within each student is a wealth of untapped information that can be used as a basis from which to explore different kinds of writing and which can lead to new ways of looking at literature.

Krogness, Mary Mercer. "Folklore: A Matter of the Heart and the Heart of the Matter," *Language Arts,* v64 n8 p808-18 Dec 1987.

Discusses the success of a family folklore unit in a racially and ethnically diverse sixth-grade class (containing Black, White, Japanese-American, and Jewish students), provides suggestions for a folklore curriculum, and points out the significance of folklore.

May, Jill P. "Using Folklore in the Classroom," *English Education,* v11 n3 p148-55 Feb 1980.

Argues that a study of folklore can help young people better understand how literature evolved from oral traditions and can help provide a better understanding of the religious, social, and cultural habits of a society. Specific areas of study can include the use of work imagery, the development of drama, and the importance of regional dialect.

Simons, Elizabeth Radin. "The Folklore of Naming: Using Oral Tradition to Teach Writing," *Teachers and Writers Magazine,* v16 n2 p1-3 Nov-Dec 1984.

Points out that students like to use their own names as the basis of writing projects because of their strong feeling and firsthand experiences with names, the folklore of names, and because they appreciate having their lives brought into the classroom.

Simon, Elizabeth Radin. "Levitation, Jokes, and Spin the Bottle: Contemporary Folklore in the Classroom—A Folklorist's View," *English Journal* v74 n2 p32-36 Feb 1985.

Links the teaching of contemporary folklore with writing instruction. Finds that the study of folklore can help students learn to write well and to think analytically.

Taub, K. Deborah. "The Endearing, Enduring Folktale," *Instructor* v94 n4 p61-70 Nov-Dec 1984.

Argues that folklore offers a multitude of instructional possibilities for the elementary classroom. Students learn about other cultures, develop their imaginations, explore customs, discuss common problems, and heighten their sense of language. Several folktales and classroom resources are offered for teacher use.

Wendelin, Karla Hawkins. "Developing Language Arts Skills through a Study of American Folklore," *Journal of Rural and Small Schools,* v1 n2 p27-28 1986.

Describes how the study of folklore can be integrated into all aspects of curriculum and grade levels to foster awareness of roots and sense of home and community. Suggests topics for research in various areas of American folklore requiring student use of all the language arts.

Mythology

Bolsover, Joan L.M. "Exploring the Concept of 'Myth' with a Group of 10/11 Year Old Children," *Gifted Education International,* v1 n2 p114-16 1983.

Describes a course on myths held at the Language Development Unit, Borough of Croydon,

England, attended by twenty primary school students with special ability in language arts. The students analyzed the universal meaning of myths and transposed myths into their own culture through discussions and creative writing.

Bigelow, Alma. *Greek & Roman Mythology*. Area Education Agency 7, Cedar Falls, IA, 1980. 44p. [ED 239 210]

Presents activities and background information on Greek and Roman mythology. Designed for eighth graders, but many of the activities can be modified for other grade levels.

Jones, Edgar. "Ancient Myths and Modern Children," *Use of English*, v37 n1 p25-34 Aut 1985.

Advocates the use of classical mythology in contemporary classrooms because mythology features heroes or heroines that may serve as role models.

Linkman, Jay. "Teaching Mythology Creatively," *English Journal*, v72 n3 p46-47 Mar 1983.

Suggests using letter writing, creative writing, a mythology newspaper, and mythology games as four enjoyable ways of teaching mythology.

Wadleigh, Linda G. "A Survey Course in Mythology: Is It Possible?" 1983. 3p. [ED 235 872]

Offers some techniques for adding depth to a survey course in mythology.

Focused Access to Selected Topics No. 30
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Reading Material Selection: K–12

by Ruth Eppele

This bibliography represents the diversity of articles added to the ERIC database from 1983 through 1988 on Reading Material Selection. Included are guidelines for selection of appropriate materials for various age groups; examples of various reading programs; conflicting opinions regarding censorship, bibliotherapy, and books for special needs populations.

Selection Guidelines

Bailey, Gerald D. "Guidelines for Improving the Textbook/Material Selection Process," *NASSP Bulletin*, v72 n506 p87–92 Mar 1988.

Offers nine suggestions to help build a leadership structure and a database for making appropriate textbook selections.

"Choose Science Books and Magazines," *PTA Today*, v12 n1 p20 Oct 1986.

Presents suggestions, directed to parents, for evaluating science books and magazines for children. Includes a brief annotated bibliography of several science periodicals.

Clayton, Victoria. "On the Cutting Edge: A Consideration of the Book Brain and Bookwhiz Databases," *Education Libraries*, v13 n1 p5–11 Win 1988.

Describes two interactive computer programs of adolescent literature that young readers can use to search for books they might enjoy reading. Discusses hardware and software requirements, database features, and search strategies.

Cullinan, Bernice E. "Books in the Classroom," *Horn Book Magazine*, v62 n2 p229–31 Mar–Apr 1986.

Emphasizes the importance of including good literature in elementary and secondary school curricula and the need to fight against watered down versions of texts.

Daly, Sally. "Happiness Is...Good Selection Techniques," *Catholic Library World*, v58 n5 p226–28, 231 Mar–Apr 1987.

Identifies resources to aid librarians in making material selections.

Garner, Imogen, Comp.; and others. *Analyse and Select/Reject Information: Reading Strategies*. Booklet 3 in Inquiry Process Series. Western Australia Education Dept., Perth, Australia, 1986. 25 p. [ED 285 587]

Assists teacher librarians in teaching students the information skills appropriate to stage three of the inquiry process, i.e., analyzing and selecting/rejecting information. Defines five skills necessary for students to deal effectively with information from a variety of sources. Presents strategies for skill application.

Gee, Thomas C.; Rakow, Steven J. "Content Reading Specialists Evaluate Teaching Practices," *Journal of Reading*, v31 n3 p234–37 Dec 1987.

Lists teaching practices that content teachers could incorporate into their teaching to help students learn from texts. Recommends: (1) multiple texts; (2) study guides; (3) teaching metacognitive strategies; and (4) direct instruction and modeling plus independence.

Glazer, Joan I. "Notable Children's Trade Books in the Language Arts: 1985," *Language Arts*, v64 n3 p331–32 Mar 1987. Thematic Issue: Evaluation of Language and Learning.

Lists books published for children in 1985 that are either unique in their language or style, deal explicitly with language, or invite child response or participation.

Instructional Materials Approved for Legal Compliance, 1987–88. California State Dept. of Education, Sacramento. Curriculum Framework and Instructional Materials Unit. Publications Sales, California State Department of Education, Sacramento, CA, 1987. 275 p. [ED 288 645]

Lists instructional materials that were reviewed by a California Legal Compliance Committee using the social content requirements of the Educational Code concerning the depiction of males and females, ethnic groups, older persons, disabled persons, and others to ensure that the materials were responsive to social concerns. Includes publisher, title, International Standard

Book Number, copyright date, grade level, and Legal Compliance Committee termination date for all materials. Covers a broad range of subject areas from reading to math, references materials, sciences, art and music, computers, foreign languages, and many more.

McKenna, Michael C. "Using Micros to Find Fiction: Issues and Answers," *School Library Media Quarterly*, v15 n2 p92–95 Win 1987.

Describes Fiction Finder, a microcomputer program which retrieves children's fiction by subject, reading level, interest level, sex of protagonist, and length, and which provides a brief annotation for each book.

Schack, Gina D. "Experts in a Book: Using How-to Books to Teach the Methodologies of Practicing Professionals," *Roeper Review*, v10 n3 p147–50 Mar 1988.

Contains information about choosing, locating, and using how-to books, including an annotated bibliography of exemplary books in science, social science, research methodology, communication modes, and inventing and designing.

Suhor, Charles. *Two Problems in the Teaching of English*. ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL, 1987. 29 p. [ED 281 901]

Discusses how to teach grammar and how to select literature that should be included in the curriculum.

Suggested Reading Lists

Language Arts Curriculum. Idaho School District 241, Grangeville, ID, 1986. 169 p. [ED 282 204]

Presents a kindergarten through grade 12 language arts curriculum. Provides a selective reading list for grades one through twelve.

Small, Robert C., Jr.; Kelly, Patricia P., Eds. "A Critical Look at Literature Worth Teaching," Virginia Association of Teachers of English. *Virginia English Bulletin*, v36 n2 Win 1986. 182 p. [ED 284 201]

In order to help teachers identify works of literature that will remain vibrant parts of their students' lives and give them new insights into themselves, their friends, and their enemies, this journal contains articles suggesting works that the authors themselves found most meaningful. Includes book reviews relevant to this themed issue of the journal.

Stahlschmidt, Agnes D. "Teaching with Trade Books, K–8: Library Resource Materials for Teachers and Students." Portions of this paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. [CS 211 778]

Bibliography comprised of 54 annotations of library resource materials on: "Locating Titles on a Theme/Literary Genre"; "Identifying Titles for Reading Aloud"; "Learning to Express Yourself: Puppetry, Readers' Theater, Storytelling"; "Locating Information about Authors and Illustrators"; "Using Literature in the Classroom: Resources for the Professional Collection"; and "Just for Fun: Literature Activities." Includes a list of addresses of publishers/distributors.

Stone, Michael. "Utopia and Lilli Stubeck," *Children's Literature in Education*, v18 n1 p20–33 1987.

Reviews and analyzes "The True Story of Lilli Stubeck" by James Aldridge, winner of the 1985 Australian Children's Book of the Year. Recommends the book for both young people and adults because it demonstrates two vital human concerns, the search for truth and the improvement of the human condition.

Sutherland, Zena. *The Best in Children's Books. The University of Chicago Guide to Children's Literature, 1979–1984*. University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637, 1986. 511 p. [ED 273 991; paper copy not available from EDRS]

Contains short book reviews that have been previously published in the "Bulletin of the Center for Children's Books."

Reading Program Suggestions

Alfonso, Regina. "Modules for Teaching about Young People's Literature Module 2: How Do the Elderly Fare in Children's Books?" *Journal of Reading*, v30 n3 p201–03 Dec 1986.

Provides a model for the evaluation of children's books in which old people are characters, that can also serve as a lesson aid for students. Lists 33 books for children that involve the elderly.

Alfonso, Regina. "Modules for Teaching about Young People's Literature Module 4: Humor," *Journal of Reading*, v30 n5 p399–401 Feb 1987.

Describes a teaching unit that involves students in reading and analyzing elements of humor in young people's literature. Focuses on what makes quality humorous books funny as well as literary.

Carbo, Marie; and others. *Teaching Students to Read through Their Individual Learning Styles*. Prentice

Hall, Inc., Englewood Cliffs, NJ, 1986. 307 p. [ED 281 171]

Describes effective reading programs that promote reading success and achievement for children at all reading levels. Includes "Selecting and Adapting Reading Materials to Match Individual Reading Styles"; "The Carbo Recorded Book Method: Matching Global/Visual Reading Styles"; and others. Appendixes contain a learning style inventory, a reading style inventory, and a list of publishers and suppliers of commercial reading materials. Concludes with extensive references and a bibliography.

Flack, Jerry D. "A New Look at a Valued Partnership: The Library Media Specialist and Gifted Students," *School Library Media Quarterly*, v14 n4 p174–79 Sum 1986.

Suggests that media specialists can assist gifted learners by teaching them research skills, including the evaluation of information resources and how to design and carry out a plan of study, and by introducing them to good literature. Describes several model programs for gifted students.

Grubaugh, Steven. "Initiating Sustained Silent Reading in Your School: Ask, 'What Can SSR Do for Them?'" *Clearing House*, v60 n4 p169–74 Dec 1986.

Discusses the effects of a sustained silent reading (SSR) program on school administrators, teachers, librarians, and the students. Offers suggestions on setting up an SSR program.

Reyhner, Jon, Ed. *Teaching the Indian Child: A Bilingual/Multicultural Approach*. Bilingual Education Program, Division of Elementary and Secondary Education, Eastern Montana College, Billings, MT, 1986. 289 p. [ED 283 628]

Presents ideas about resources and methods especially appropriate for Indian students.

Sledge, Andrea C. "This Book Reminds Me of You: The Reader as Mentor," *Reading Horizons*, v26 n4 p241–46 Sum 1986.

Outlines a development process that turns a reader into a mentor, someone who can recommend books to others with a high percentage of satisfied readers. Examines the influence of peers, teachers, and other adults with respect to their ability to increase the quantity and quality of what children read.

Staley, Rebecca R.; Staley, Frederick A. *Using the Outdoors to Teach Language Arts*. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, NM, 1988. 96 p. [ED 294 705]

Presents a framework for using the outdoors as a vehicle for providing meaningful language arts experiences. Suggests ways of using children's literature in outdoor education and lists books and activities that could be used to study astronomy, American Indians, the desert, and environmental communications.

Summertime Favorites. National Endowment for the Humanities (NFAH), Office of Publications and Public Affairs, Washington, DC, 1988. 15 p. [ED 292 080]

Compiled from the reading lists of 60 exemplary schools, this "summertime" reading list provides titles of tried-and-true works published in or before 1960 which appeared on at least five of the school reading lists. Selections are divided according to grade level.

Censorship

Gambell, Trevor J. *Teaching Literature K–12: A Canadian Perspective*. Canadian Council of Teachers of English, 1986. 195 p. [ED 276 997]

Focuses on literature and the teaching of literature. Presents and discusses salient issues: reasons for teaching literature; the types, quality, and selection of literature; and literature and values. The second section deals with censorship in Canada; the third section treats four aspects of growth in response to literature; the fourth section discusses three aspects of the teaching of literature and includes a selected review of literature in Canadian curricula.

Gambell, Trevor J. "Censorship," *English Quarterly*, v19 n2 p108–19 Sum 1986.

Provides various definitions of censorship; describes a case of censorship in New Brunswick, Canada; explains what happens to materials that have been challenged; and provides a policy for dealing with challenged books and materials.

Kelly, Patricia P.; Small, Robert C., Jr., Eds. "Censorship or Selection?" Virginia Association of Teachers of English. *Virginia English Bulletin*, v36 n1 Spr 1986. 127 p. [ED 268 586]

Explores the fine line between censorship (with an eye toward silencing ideas) and selection (with the recognition that just as literature can enlighten it can also degrade).

Small, Robert C., Jr. "Preparing the New English Teacher to Deal with Censorship or Will I Have to Face It Alone?" Paper presented at the 77th An-

nual Meeting of the National Council of Teachers of English, 1987. 16 p. [ED 289 172]

Discusses three kinds of censorship pre-service English teachers can be expected to face, and suggests ways to prepare them to recognize and deal with anticipated problems.

Bibliotherapy and Special Needs

Chatton, Barbara. "Apply with Caution: Bibliotherapy in the Library," *Journal of Youth Services in Libraries*, v1 n3 p334–38 Spr 1988.

Outlines three legitimate purposes of bibliotherapy, and discusses possible misuses of the problem novel as therapy for troubled children and adolescents.

Eldredge, J. Lloyd. "Sacred Cows Make Good Hamburger," *Academic Therapy*, v23 n4 p375–82 Mar 1988.

Two "sacred cows" inherent in reading instruction for disabled readers are rejected: disabled readers must be taught with simple reading mateals, and most teaching time must be spent on reading skills. Two case studies illustrate the teaching of decoding skills and "dyad reading" of books selected by the disabled reader.

Kimmins, Elizabeth J. *The Reading Interests of Emotionally Disturbed Boys Ages 11 to 15*. 1986. 34 p. [ED 268 516]

Investigates whether the reading preferences of emotionally disturbed boys were the same as those of boys in the general population. Includes a three-page reference list.

Oberstein, Karen; Van Horn, Ron. "Books Can Help Heal! Innovative Techniques in Bibliotherapy," *Florida Media Quarterly*, v13 n2 p4–11 Win 1988.

Reviews the development of bibliotherapy as a diagnostic and therapeutic tool and discusses specific techniques for the selection of appropriate reading materials for both children and their parents.

"Policy Expanding Opportunities: Academic Success for Culturally and Linguistically Diverse Students," *College English*, v49 n5 p550–52 Sep 1987.

Notes the problem of teaching reading and writing in a way that is not racially or culturally biased. Offers teaching strategies for combating bias, including using a wide variety of works from other races and cultures that provide a range of minority perspectives in a non-stereotypical fashion.

Radencich, Marguerite C. "Literature for Minority Handicapped Students," *Reading Research and Instruction* v25 n4 p288–94 Sum 1986.

Annotates trade literature dealing with children or adolescents who are both handicapped and members of a minority group.

Wolverton, Lore. *Classroom Strategies for Teaching Migrant Children about Child Abuse*. ERIC Digest. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, NM, 1988. 13 p. [ED 293 681]

Argues that bibliotherapy is an appropriate technique for bringing child abuse education to the classroom. Emphasizes that to be successful with the use of bibliotherapy the teacher must identify student needs and match needs to appropate reading matrieals. Sixteen references are provided, grouped under the headings of self-concept activities, children's books on child abuse, and finding books for children.

Focused Access to Selected Topics No. 29
a FAST Bib by the
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Writing and Literature

by Michael Shermis

Writing can be used in many ways in the study of literature; equally, literature may be utilized to foster invention in students' writing. A search of the ERIC database produced the following citations on writing and literature, from the period 1982 to 1989. The first section includes strategies, techniques, exercises, activities, and ideas for integrating literature into the writing process. The second section cites two sources for combining the use of computers with writing and literature. The last section examines two studies on extending literature into the writing curriculum.

Teaching Strategies

Ascher, Hope; and others. *American Literature: Performance Objectives and Classroom Activities.* Brevard County School Board, Cocoa, FL, 1983. 97p. [ED 255 913]

This guide is a sampler of ideas and activities based on 22 minimum objectives in speech, reading, writing, and research that have been identified for American literature study.

Askew, Lida. "The Gothic Route to Reading and Writing," *English Journal,* v72 n3 p102-03 Mar 1983.

Describes a unit in which gothic novels are first read and then used by students as models for the writing of an entire "gothic" novel of their own.

Bay, Lois Marie Zinke. "Astute Activities: Increasing Cognitive and Creative Development in the Language Arts Classroom." Paper presented at the Regional Spring Conference of the Colorado Language Arts Society, Colorado Springs, CO, 1987. 138p. [ED 295 156]

Using Mark Twain's *Huckleberry Finn,* John Knowles' *A Separate Peace,* and Maya Angelou's *I Know Why the Caged Bird Sings,* a study examined the effects of Astute Activities—teaching techniques which increase students' cognitive ability and creativity—on student performance in two senior English classes in a small rural high school. Activities included mind mapping, brainstorming, creative writing exercises using characters from the novels, and discussions of various issues from the characters' perspectives. Finds that Astute Activities stimulated most students' thinking, increased their awareness of issues, increased the creativity of their work, both written and spoken, and matured their writing.

Carter, Dennis. "Gulliver in Demon," *Use of English,* v38 n1 p1-6 Fall 1986.

Describes how *Gulliver's Travels* was used with 11- and 12-year-olds to stimulate writing activities.

Collington, Mark. "Generating Sentences from Prescribed Conjunctions: An Exercise in Composition for the Classroom," *English Quarterly,* v16 n2 p55-58 Sum 1983.

Presents exercises combining sentence generation from prescribed conjunctions with analysis of literary characters.

Crosher, Judith. "From a Teacher's Notebook—19: Using 13 Types of Narrative," *Use of English,* v37 n1 p47-55 Fall 1985.

Explains how to involve students in a composition unit that requires them to complete writing assignments from various points of view.

Daily, Sandra. "A Novel Approach to Composition," *English Journal,* v71 n8 p26-28 Dec 1982.

Recommends using young adult literature to teach basic composition skills.

Edelman, Michael. *Teaching Literature, Grade 9: Integrating the Communication Arts. Poetry. Experimental.* Division of Curriculum and Instruction, 131 Livingston St., Room 613, New York City Board of Education, Brooklyn, NY, 1985. 89p. [ED 290 151; paper copy not available from EDRS]

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of poetry, this collection of materials, lessons, and activities covers some of the most frequently taught poems in New York City ninth-grade classrooms.

Groth, Nancy; and others. "Enhancing Literature with Writing Assignments." Paper presented at the 5th Annual Meeting of the National Council of Teach-

ers of English Spring Conference, 1986. 26p. [ED 276 034]

On the basis of a National Humanities project proposed by the English department of a St. Louis, Missouri high school, many different approaches to drawing students into writing about and understanding literature were developed. One of three such techniques is a sequence of writing-reading-writing that offers the possibility of both enhancing the success of writing with greater understanding and reading with a clearer focus. A second technique is the use of creative journal writing. Journal assignments before, during, and after reading can stimulate student interest in unit themes, anticipation of characters and plots in certain pieces of literature, and responses to literature in ways other than the traditional critical/analytical essay. A third technique is the use of writing for accountability in lieu of book reports or quizzes. Journal assignments can be structured to help teachers determine whether students have read their literature assignments and how well they comprehend the readings.

Hipple, Ted. "Writing and Literature," *English Journal*, v73 n2 p50-53 Feb 1984.

Proposes ways of blending the study of literature and the teaching of writing. Suggests assignments that involve writing or rewriting literature, writing about literature, and writing in response to literature.

Idea Exchange for English Teachers. National Council of Teachers of English, Urbana, IL, 1983. 198p. [ED 228 642]

Contains fresh, useful ideas for teaching English gathered at several annual conventions of the National Council of Teachers of English. Includes activities for talking and writing about literature.

Ideas Plus: A Collection of Practical Teaching Ideas. Book Two. National Council of Teachers of English, Urbana, IL, 1985. 64p. [ED 251 860]

Contributed by high school English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Activities are designed to stimulate an appreciation of classic and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities deal with sentence combining, comparing themes and characters in prose and poetry, transforming literature to a newspaper format, creating playscripts, and comparing ancient myths to modern versions.

Ideas Plus: A Collection of Practical Teaching Ideas. Book Six. National Council of Teachers of English, Urbana, IL, 1988. 66p. [ED 297 345]

Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration, with such activities as designing and carrying out independent research, using reading logs as motivators, passing along good news to parents, preparing oral book reports on "how to" books, and using comic strips and cartoons to teach many elements of language and literature. Activities in the second section are designed to stimulate an appreciation and understanding of literature. Specific activities in this section can be used to help students understand the distinction between plot and theme, focus their responses to a reading, link their own experiences to those of a protagonist, write poems in the voice of a particular character, understand and write character sketches, learn about Greek myths and monsters, and plan and carry out classroom protests. Activities in the third section, intended to help students improve the conception and clarity of their prose through prewriting and writing, include student self-evaluation and goal-setting, describing favorite assignments in a letter to parents, writing about world events that have touched their lives, and keeping track of multiple plot lines as they write their own interactive books.

Kaufmann, Felice A., Ed. *Ideas Plus: A Collection of Practical Teaching Ideas.* Book Five. National Council of Teachers of English, Urbana, IL, 1987. 64p. [ED 284 292]

Contributed by high school English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Includes activities that are designed to stimulate an appreciation and understanding of classical and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities can be used to help students understand the importance of the oral history of Beowulf, predict what might happen next in a novel, analyze an author's style, compose letters based on Alexander Pope's *The Rape of the Lock*, write an additional episode for

H. G. Wells's time traveler, and develop conversations about a novel read out of class.

Olson, Gary A. "Invention and Writing about Literature," *Teaching English in the Two Year College*, v9 n1 p35-38 Fall 1982.

Describes a heuristic for writing about literature, especially drama and fiction. Questions from the heuristic cover character, plot, setting, and literary devices.

Otten, Nicholas; Stelmach, Marjorie. "Changing the Story That We All Know (Creative Reading/Creative Writing)," *English Journal*, v77 n6 p67-68 Oct 1988.

Describes a writing assignment in which students rewrite literary classics or fairy tales from a new perspective (i.e. making an originally minor character the protagonist, or putting the original story into a different century).

Queenan, Margaret. "To Understand a Magazine, Produce a Magazine," *Exercise Exchange*, v30 n2 p18-21 Spr 1985.

Presents steps for a writing class project in producing thematic magazines that parallel the writing and literature themes of the course.

Rivalland, Judith; Johnson, Terry. "Literary Lifeboat: An Environmental Approach to Writing Instruction," *Australian Journal of Reading*, v11 n1 p42-53 Mar 1988.

Presents an instructional unit, "Literary Lifeboat," a purposeful writing exercise in which students write character justifications for familiar stories.

Sears, Peter. "Write to the Heart of Literature," *Teachers and Writers Magazine*, v17 n1 p4-10 Sep-Oct 1985.

Suggests methods for improving the quality of essay exams when teaching literature.

Smagorinsky, Peter; and others. "Explorations: Introductory Activities for Literature and Composition, 7-12." ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL; National Council of Teachers of English, Urbana, IL, 1987. 55p. [ED 279 008]

Noting that teachers sometimes fail to draw on students' prior knowledge, this guide focuses on helping teachers both to think about the cognitive processes involved in learning and to design activities that provide students with a solid introduction to various learning tasks. The first section briefly discusses current theory and research in secondary literature and composition as they relate to learning processes. The second section includes a description of reading comprehension activities intended to spark students' interest while enhancing their understanding of various types of frequently taught literature. These activities include opinionnaires, scenario-based activities, studying cases, and role-playing simulations.

Spicer, Andrew. "Beyond the Critical Essay: 'A' Level English as a Course in Writing," *Use of English*, v38 n3 p20-28 Sum 1987.

Notes that syllabus requirements for British secondary school literature courses tacitly create a course in writing as well. Presents ways in which this writing component can be implemented, without isolating it from the literature component.

Stahlschmidt, Agnes. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. 8p. [CS 221 778]

This annotated bibliography of library resource materials includes a section on integrating literature into the classroom.

Stewig, John Warren. "Children's Literature: An Impetus to Composition." Paper presented at the 20th Annual Meeting of the Texas Joint Council of Teachers of English, 1985. 19p. [ED 255 917]

Noting that too many children leave elementary school without developing the ability to use words imaginatively, this paper presents a teaching approach that uses literature to foster invention in children's writing. The approach described is part of a total composition program that structures writing experiences in which children observe settings, people, and occurrences and then write about them. The paper first presents a rationale for reading literature aloud to children, then offers six writing techniques that children can explore subsequent to listening to literature read aloud: (1) story retelling, (2) writing alphabet books with a story line, (3) writing a story for a wordless picture book, (4) writing endings for unfinished stories read aloud, (5) writing stories with a plot structure parallel to a story read aloud, and (6) rewriting stories from a different point of view.

Watson, Dorothy J., Ed. *Ideas and Insights: Language Arts in the Elementary School.* National Council of Teachers of English, Urbana, IL, 1987. 246p. [ED 287 173]

Intended to provide elementary school language arts teachers with new and interesting

teaching activities, this book contains over 100 teacher-tested classroom activities that are based on the Whole Language approach to learning. One of the chapters discusses how literature points the way (including themes and organization, literature and experience, and extended literature). Includes a 15-page bibliography, which contains a section on extending literature and reading that leads to writing, and a list of teaching activities.

Using Computers

Schwartz, Helen J. "The Student as Producer and Consumer of Text: Computer Uses in English Studies," 1986. 14p. [ED 283 211]

Computer use in the English classroom has the potential to help students enjoy and integrate their learning of writing and reading of literature in new ways. This new relationship between the student and machine-readable text can be thought of in terms of Alvin Toffler's theory of the "prosumer," a person who uses Information Age technology to combine the role of producer and consumer. Computer use in English classrooms can integrate the study of literature and creative writing, reading skills and writing skills, giving the student a new "prosumer" role as both producer and consumer of text.

Shostak, Robert, ed. *Computers in Composition Instruction.* International Council for Computers in Education, 1787 Agate Street, Eugene, OR, 1984. ($6.00 prepaid; quantity discounts) 89p. [ED 240 702; paper copy not available from EDRS]

This volume consists of nine conference papers and journal articles concerned with microcomputer applications in the teaching of writing. A heuristic device that describes the computer as a tool for helping writers discover, arrange, and style ideas by means of interactive questioning strategies for writing about literature is described by Helen Schwartz in "But What Do I Write—Literary Analysis Made Easier."

Research

Hayes, Mary F., Ed.; and others. *Teachers at Work: Articles from the Ohio Writing Project.* Miami University, Oxford, OH, 1983. 163p. [ED 232 209]

Prepared by classroom teachers, the papers in this collection synthesize teaching experiences with recent writing research revelations. Extending literature through writing in the elementary school classroom is one of the topics.

Stewig, John Warren. "Gifted Children Write from Literature," *Journal of Teaching Writing,* v6 n2 p211-20 Fall-Win 1987.

Presents specific implications of writing research for teachers who work with gifted youngsters in elementary school writing. Supports the use of derived plot patterns and changed point of view as two types of literature-based writing assignments that work especially well with gifted students.

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Focused Access to Selected Topics No. 22
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Reader Response

by Michael Shermis

Literary theories are, by their very nature, abstract; therefore they frequently remain unused in the classroom. This *FAST Bib* provides resources to understand the theoretical foundations of reader response—a literary theory that is currently gaining increasing attention in literature instruction. More importantly, it cites several sources that can be put to practical use in the classroom. Although it is clear there is no unified position on what reader response is, the ERIC database provides a number of sources to help teachers make use of the theory and several different perspectives on how to implement it. Most teachers will not find these suggested techniques new; the approach, however, differs in that students are not forced to accept one correct meaning of a text, but are part of the process of interpretation.

This bibliography has been divided into four sections. The first section, "Teaching of Literature and Poetry," presents citations that offer strategies on how to implement reader response in the literature classroom. The second section, "Teaching of Composition," cites sources that suggest ways to incorporate reader response into the composition classroom. "Other Teaching Techniques" presents ideas for discussion, journalism, film study, and reading instruction. The last section, "Theory and Research," examines a few studies on reader response.

Teaching Of Literature and Poetry

Canterford, Barbara. "Cultivating the Growth of Reader Response," *English in Australia*, n75 p50-58 Mar 1986.

Describes the implementation of a literature program for students in grade six based on reader response theory.

Corcoran, Bill; Evans, Emrys, Eds. *Readers, Texts, Teachers.* Boynton/Cook Publishers, Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ, 1987. 264 p. [ED 279 012; document not available from EDRS]

Focuses on the need to offer and encourage the experience of reading literature in elementary schools. Includes essays that (1) explicate the range of theory known as reader response criticism; (2) argue its distinctive relevance to the needs of young, developing readers; and (3) indicate how classroom practices might be changed to accommodate the insights offered by reader-response theorists.

Flood, James; Lapp, Diane. "A Reader Response Approach to the Teaching of Literature (Research and Practice)," *Reading Research and Instruction*, v27 n4 p61-66 Sum 1988.

Summarizes the history of, and theory and research in, reader response approaches to teaching literature. Proposes an instructional process employing response-based teaching.

Fynes Clinton, Michael; Mills, Perry. "From a Teacher's Notebook—20: Making the Work Their Own: Responses and Ways In," *Use of English*, v38 n3 p14-19 Sum 1987.

Discusses ways to teach modern plays and poetry, using a reader response approach that makes the works more accessible to students.

Galda, Lee. "Readers, Texts and Contexts: A Response-Based View of Literature in the Classroom," *New Advocate*, v1 n2 p92-102 Spr 1988.

Discusses pedagogical implications of recent theory and research on response to literature. Contends that now teachers must be aware of readers, the text, and the context in which a text is read and discussed.

Gambell, Trevor J. "Response to Literature," *English Quarterly*, v19 n2 p120-29 Sum 1986.

Provides a background of response theory, two Canadian perspectives on response theory, a description of transactional response theory and response-centered curriculum, a discussion of the concepts of participant and spectator roles in literature and of the idea of narration and storying as literature, and a discussion of analysis and criticism.

Gambell, Trevor J. "Growth in Response to Literature," *English Quarterly*, v19 n2 p130-41 Sum 1986.

Discusses early experiences of children with literature, and the development of and growth in their response to literature. Argues for a response-centered, rather than criticism-centered, curriculum.

Gambell, Trevor J. "The Teaching of Literature," *English Quarterly*, v19 n2 p142-52 Sum 1986.

Reviews various methods of teaching literature and proposes that response to literature be an element in the teaching of literature. Considers the role of the teacher in a response-centered classroom and how to create a classroom environment that will encourage interpretation and response to literature.

Graham, Robert J. "David Bleich's Subjective Criticism; Reading, Response and Values in the Teaching of Literature," *English Quarterly*, v17 n1 p54-59 Spr 1984.

Outlines Bleich's theory of subjective criticism and traces its roots in the work of the psychoanalytic critic Norman N. Holland. Suggests that the subjective criticism approach to literature can help elicit student response in the classroom and initiate discussions of value questions which literature inevitably raises.

Holbrook, Hilary Taylor. "ERIC/RCS: Reader Response in the Classroom," *Journal of Reading*, v30 n6 p556-59 Mar 1987.

Explores briefly the New Criticism that dominated literature instruction until recently and then provides an overview of reader response theory and how response approaches can be used in the classroom to enhance reading.

McAnulty, Sara J. "Breaking the Barriers: Teaching Martin Jamison's 'Rivers' (Modern Poetry in the Classroom)," *English Journal*, v78 n2 p75-78 Feb 1989.

Uses Martin Jamison's "Rivers" to illustrate a reader-response approach to poetry. Describes the process of students creating their own "poems," while analyzing the author's poem. Concludes that this approach encourages the necessary personal connection required for poetic involvement.

Myers, Kris L. "Twenty (Better) Questions," *English Journal*, v77 n1 p64-65 Jan 1988.

Describes how reader response journals encourage students to interact with literary works. Presents 20 questions, based on David Bleich's response heuristic, which help guide students' responses.

Nugent, Harold; Nugent, Susan. "The Double-Entry Journal in Literature Classes." Paper presented at the Annual Meeting of the New England Association of Teachers of English Fall Conference, 1984. 14 p. [ED 252 862]

Suggests that the use of the double-entry journal activates students' prior learning and present feelings, fosters collaborative learning, integrates major language skills, and encourages the creative and discovery processes. Part of the journal assignment is a three-step response based on David Bleich's "Readings and Feelings."

Probst, Robert E. "Mom, Wolfgang, and Me: Adolescent Literature, Critical Theory, and the English Classroom," *English Journal*, v75 n6 p33-39 Oct 1986.

Discusses using reader response instead of standard literature interpretation teaching methods for the study of adolescent literature in high schools. Asserts that this method gives authority to the students as readers because they must assume responsibility for understanding the text, themselves, and the world.

Probst, Robert E. *Transactional Theory in the Teaching of Literature*. ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL, 1987. 3 p. [ED 284 274]

Explains the relationship of transactional theory (a reciprocal, mutually defining relationship between the reader and the literary text) to the teaching of literature. Differentiates between the efferent stance, in which the reader is primarily concerned with what he or she will carry away as information from the text, and the aesthetic stance, in which the reader focuses primarily upon the experience lived through during the reading.

Pugh, Sharon L. *Teaching Children to Appreciate Literature*. ERIC Digest Number 1. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN, 1988. 3 p. [ED 292 108]

Presents two basic approaches to teaching children to appreciate literature at any level: the structural (traditional literary analysis) and the reader response approaches.

Teaching of Composition

Lang, Frederick K. "Varieties of Literary Experience for the Developing Writer." Paper presented at the "Developmental Education in the 80s: The Realities" Conference, 1983. 16 p. [ED 266 451]

Argues that the reader response criticism that has arisen in direct response to the New Criticism can be adapted to the needs of the developing writer through its emphasis upon the experience of the reader engaged with the text. Asserts that the inventive application of the principles of reader response criticism can make writers out of developing writers.

Miller, Susan. "Is There a Text in This Class?" *Freshman English News*, v11 n1 p20-24 Spr 1982.

Elucidates the tenets of reader response criticism that are compatible with the classroom teaching of writing.

Price, Marian. "Reader Response in the Teaching of Composition." Paper presented at the Annual Meeting of the Florida College English Association, 1987. 17 p. [ED 292 129]

Suggests that reader response can enhance a composition class in many ways and that reader response, by incorporating both intellect and feeling into an aesthetic reaction to literature, restores the subjective aspect that some forms of criticism deny. Argues that because the reader response model insures that individual responses are listened to and respected, it encourages involvement as readers and commitment as writers, and it discourages conformity of thought and the tendency to parrot the teacher's interpretations.

Other Teaching Techniques

Athanases, Steven. "Developing a Classroom Community of Interpreters," *English Journal*, v77 n1 p45-48 Jan 1988.

Describes a discussion model based on the reader response approach which thrives on controversy and encourages students to become an active, responsible "community of interpreters."

Brozo, William G. "Applying the Reader Response Heuristic to Expository Text," *Journal of Reading*, v32 n2 p140-45 Nov 1988.

Describes a reader response heuristic which approaches expository texts on a feeling and experiential level. Focuses on the work of one student writer to show how the student's interpretations of a text on Arab-Israeli relations was mediated by the student's feelings and experiences.

Chase, Nancy D. "Reader Response Techniques for Teaching Secondary and Post-Secondary Reading. College Reading and Learning Assistance." *Technical Report* 85-07. Division of Developmental Studies, Georgia State University, Atlanta, GA, 1985. 12 p. [ED 263 535]

Describes a five-step technique for secondary and postsecondary reading instruction, compatible with reader response theory, and addressing the need for academically underprepared students to experience the validation of their personal responses to texts.

Chase, Nancy D.; Hynd, Cynthia R. "Reader Response: An Alternative Way to Teach Students to Think about Text," *Journal of Reading*, v30 n6 p530-40 Mar 1987.

Describes the fundamentals of reader response theory, focuses on the aspects most relevant to reading instruction, and presents a teaching method using reader response as a vehicle for improving students' ability to learn from text.

Kear, Lynn. "Teaching Film Studies: The Viewer Response Approach," 1988. 23 p. [ED 294 254]

Suggests that Louise Rosenblatt's reader response theory can be applied effectively to film study in the classroom. Contends that (1) several teaching methods can be used with the viewer response theory, such as using journals, class viewing of films/videos, immediate response papers, lengthy response papers, small group study, and conferences; and (2) the viewer response approach can result in richer, more meaningful film viewing experiences for both teachers and students and provide the basis for further, more involved film study.

McRae, Murdo William. "Turning Reader-Response Theory into Student-Centered Classroom Practice," *Exercise Exchange*, v31 n2 p21-23 Spr 1986.

Describes how reader response theory can be easily adapted to classroom practice, thereby sharpening students' interest in reading, increasing their capacity to reason and write, and fostering greater regard for different points of view.

Steiner, Linda. "Readers' Readings: Applications of Reader-Response Theory." Paper presented at the 70th Annual Meeting of the Association for Education in Journalism and Mass Communication, 1987. 31 p. [ED 284 221; microfiche copy available from EDRS; paper copy not available from EDRS]

Applies reader response theory to journalism. Posits that readers of newspapers, like readers of literature, take an active role in making meaning from the articles they read, rather than passively accepting news as a finished, static product. Concludes that (1) by incorporating reader re-

sponse theory in journalism education, and changing the way journalists think, they may come to understand how readers differ from one another, how they differ from reporters, and how reporters and readers together make meaning; and (2) the study of the linguistic and conceptual forms used by real people to give meaning to their situations would offer journalists new rhetorical tools.

Theory And Research

Bogdan, Deanne. "A Taxonomy of Responses and Respondents to Literature," *Paideusis: Journal of Canadian Philosophy of Education Society*, v1 n1 p13-32 Fall 1987.

Contends that stasis, stock, kinetic, spectator, and dialectic responses to literature all serve to deny the popular misconception that literary analysis invariably deals a death blow to the vitally engaged, spontaneous, and thus authentic response. Describes these responses and notes that the dialectic response to literature is the only response that moves between the precritical, critical, postcritical, and autonomous levels.

Golden, Joanne M.; Guthrie, John T. "Convergence and Divergence in Reader Response to Literature," *Reading Research Quarterly*, v21 n4 p408-21 Fall 1986.

Describes a reader response study indicating a high degree of agreement on reader beliefs and text events. Also finds that students who empathized with a particular character identified the story conflict as pertaining to that character. Suggests specific reader-based and text-based factors that produce convergence and divergence in reader response.

Harker, W. John. "Literary Theory and the Reading Process: A Meeting of Perspectives," *Written Communication*, v4 n3 p235-52 Jul 1987.

Examines the relationship between current concepts of reading processes and contemporary theories of literary response. Argues that text-based reading theories are isomorphic with the New Criticism, and that reader-based theories of reading are isomorphic with reader-response criticism. Maintains that literary theory ignores interactive formulations of the reading process.

Johnson, Nan. "Reader-Response and the Pathos Principle," *Rhetoric Review*, v6 n2 p152-66 Spr 1988.

Reviews and equates theories of reader response and rhetorical theories on audience response (the pathos principle). Concludes that the fundamental synonymity between them represents a significant bridge between analysis of literary texts and the dynamics of formal and social discourse and provides a theoretical foundation for teaching reading and writing.

Focused Access to Selected Topics No. 16
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Sex Stereotypes in Children's Literature

by Mary Morgan

Sex stereotypes are perpetuated in a variety of ways. Research indicates that sex stereotyping in children's literature has a major influence on the development of children's attitudes concerning sex roles, self-concept, and sexual identity. And although many publishers now employ guidelines for the elimination of sex-role stereotypes, especially in textbooks and other reading materials, studies show that stereotypes still flourish in children's literature.

This ERIC *FAST Bib* explores several aspects of sex stereotyping in children's literature. Following an overview of the issue, three sections cover research on sex stereotypes in different types of children's literature. The first of these sections examines elementary school reading materials, focusing on stereotyping in basals and picture books. The next section deals with sex stereotypes in content area reading materials—science books, counting books, and music education materials. Yet another category provides information concerning sex stereotyping in award-winning children's literature, including the Caldecott and Newbery Medal winners. Articles from this section not only examine the sex stereotypes in specific children's books, but also analyze how sex stereotyping has changed over the years. Teacher influence is the focus of the fourth section, and articles here indicate that teachers tend to choose materials which perpetuate stereotypical male/female roles. Finally, the effects on children of sex stereotyping in reading materials are discussed, focusing on the aspects of recall, reading comprehension, and behavior.

Overview

Britton, Gwyneth; and others. "The Battle to Imprint Citizens for the 21st Century," *Reading Teacher*, v37 n8 p724-33 Apr 1984.

Argues that publishers need to do more to eradicate racism and sexism from basal reading texts. Suggests that including the handicapped, the elderly, and one-parent families in the texts would also reflect society more realistically.

Collins, Laura J.; and others. "Sex-Role Stereotyping in Children's Literature: A Change from the Past," *Childhood Education*, v60 n4 p278-85 Mar-Apr 1984.

Reports a study of sex-role distribution in children's literature, hypothesizing that today's writing for preschool children reflects the change in women's work roles by presenting more females in central roles, illustrations, and titles.

Huston, Aletha C. "Sex Typing and Socialization." Paper presented at the 90th Annual Meeting of the Ameri-can Psychological Association, 1982. 14 p. [ED 222 285]

Reviews literature on children's acquisition of sex-typed knowledge, preference, and behavior and offers a matrix of sex-typing constructs and sex-typed content areas. Discusses the importance of activities, interests, and peer associations in the early acquisition of sex-typing constructs, as well as the importance of cognitions and concepts about sex typing in the process of learning about gender.

Rasmussen, Bonnie. "Dealing with Sexism and Ethnocentrism in Literature," *English in Australia*, n60 p54-57 Jun 1982.

Just as schools can teach consumerism and active criticism of unfair advertising techniques, so too can schools teach a watchdog attitude toward prejudice through the use of multicultural reading materials in libraries and classrooms.

Sex Stereotypes in Children's Reading Materials, Basals, and Picture Books

Bordelon, Kathleen W. "Sexism in Reading Materials," *Reading Teacher*, v38 n8 p792-97 Apr 1985.

Reviews research dealing with two major questions: 1) Is sexism present in reading materials? and (2) Are boys poorer readers than girls, and should teaching materials be geared to boys' interests?

Britton, Gwyneth; Lumpkin, Margaret. "Basal Readers: Paltry Progress Pervades," *Interracial Books for Children Bulletin*, v14 n6 p4-7 1983. [ED 251 561; print copy not available from EDRS]

Analysis of sex and race representation in almost 3,000 stories from 77 basal readers in 7 series published between 1980 and 1982 shows that, although minority and female numerical representation has increased, there has been little progress in role models offered.

Davis, Albert J. "Sex-Differentiated Behaviors in Nonsexist Picture Books," *Sex Roles*, v11 n1-2 p1-16 Jul 1984.

Compares behavior of male and female characters in 50 nonsexist picture books with those in 46 conventional picture books and finds several differences but little sex typing in the conventional books. Female characters in nonsexist books were more nurturing and less aggressive than males in both types of book.

Hitchcock, Mary E.; Tompkins, Gail E. "Basal Readers: Are They Still Sexist?" *Reading Teacher*, v41 n3 p288-92 Dec 1987.

Examines six recent basal series and compares them to books used in older studies to find evidence of improvement in the portrayal of female characters.

Levstik, Linda S. "'I Am No Lady!': The Tomboy in Children's Fiction," *Children's Literature in Education*, v14 n1 p14-20 Spr 1983.

Despite the often repeated contention that children's fiction has consistently presented a narrow and stereotypical view of the lives of girls and women, a review of books written in the 1920s and 1930s indicates a degree of female dissatisfaction with the status quo.

White, Hedy. "Damsels in Distress: Dependency Themes in Fiction for Children and Adolescents," *Adolescence*, v21 n82 p251-56 Sum 1986.

Examines dependency themes in 113 recently published fictional books for children and adolescents and compares females and males in situations where one character helps or influences another. Finds that female characters were more likely to receive than to give help, whereas male characters were more likely to give than to receive help.

Williams, Allen J., Jr.; and others. "Sex Role Socialization in Picture Books: An Update," *Social Science Quarterly*, v68 n1 p148-56 Mar 1987.

Updates early research on how females are depicted in children's picture books. Notes that while the ratio of females to males is now closer to parity, storybook characters still continue to present traditional views of females.

Content Area Materials

Nilsen, Alleen Pace. "Three Decades of Sexism in School Science Materials," *School Library Journal*, v34 n1 p117-22 Sep 1987.

Describes a study analyzing sexism in recent children's science books in comparison to books published in the 1960s and 1970s. Factors considered included: male-oriented illustrations, overuse of masculine pronouns, references to animals, exclusive language, careers for males, and the male figure as imagery.

Pucciani, Donna. "Sexism in Music Education: Survey of the Literature, 1972-1982," *Music Educators Journal*, v70 n1 p49-51, 68-71, 73 Sep 1983.

Discusses literature dealing with sexism, sex bias, or sex-role stereotypes in music education, focusing on educational material; curriculum (e.g., music course offerings and enrollment patterns); guidance counseling; and teacher behavior and teacher training.

Westbrook, Lynn. "A Study of Sexism in the Illustrations of Counting Books." 1980. 9 p. [ED 252 286]

Examines how sexist examples in arithmetic and counting books suggest that math is a "masculine" subject and foster traditional, male-dominated sex roles. Describes three categories of counting books: 1) traditionally sexist, male-oriented books; 2) books that avoid the topic of sex roles; and 3) books that deal positively with the issue of sex roles. Concludes that when selecting counting books, adults need to pay attention to the content of the illustrations.

Sex Stereotypes in Award-Winning Children's Books

Dougherty, Wilma Holden; Engel, Rosalind E. "An 80s Look for Sex Equality in Caldecott Winners and Honor Books," *Reading Teacher*, v40 n4 p394-98 Jan 1987.

Analyzes Caldecott winners and Honor Books of the 1980s and compares the findings to those of earlier studies to discover if the depiction of sex roles and characteristics has changed. Concludes that the newer books reflect a shift toward sex equality and provide some changing sex characteristics and roles—but not enough.

Heintz, Katharine E. "An Examination of the Sex-Role and Occupational-Role Presentations of Female Characters in Award-Winning Children's Picture Books." Paper presented at the 37th Annual Meeting of the International Communication Association, 1987. 31 p. [ED 286 225]

Examines the number of times male and female characters appear in text and illustrations, and evaluates the occupations and activities of the characters found in 14 Caldecott Medal winning children's books from 1971 to 1984. Finds that male and female characters continue to be shown in unequal numbers and stereotypical roles.

Kinman, Judith R.; Henderson, Darwin L. "An Analysis of Sexism in Newbery Medal Award Books from 1977 to 1984," *Reading Teacher*, v38 n9 p885-89 May 1985.

Shows how Caldecott and Newbery Medal books have reflected the changing norms of society during the past two decades, specifically in the increased number of books with women as main characters, positive images of females, and situations similar to those encountered in everyday life.

Kinman, Judith R.; Henderson, Darwin L. *A Guide to Newbery Medal Winners and Honor Books, 1977-1984*. 1984. 38 p. [ED 249 536]

Analyzes 27 Newbery Award Medal and Honor winning books (1977 through 1984) for sexism. Provides guidelines used to determine sexism in the books.

Ray, Becky. "Little Boys and Picture Books," *Catholic Library World*, v54 n2 p74-78 Sep 1982.

Discusses sex-role stereotyping in children's literature and examines existence of male stereotyping among the Caldecott Medal and Honor Books from 1970 to 1980. Discusses elements of the male stereotype including emotions, achievement, and responsibilities.

Schubert, Nancy A. "Sex-Role Stereotyping in Caldecott Award Books." 1980. 12 p. [ED 220 870]

Examines sex-role stereotyping in 44 Caldecott Award winning books published between 1937 and 1980. Reveals 7 major categories of sex stereotyping: 1) achievements of females are attributed to their good looks; 2) norms are established that limit female aspirations and self-concept; 3) males perform all brave and important deeds; 4) females most frequently show strong emotion; 5) females are stereotyped in domestic roles; 6) males sit idly by while females perform domestic occupations; and 7) only males are depicted in a variety of occupations.

Teacher Influence

Gilbert, Pam. "Stereotypes for the Classroom: Student Teachers Write Sexist Children's Stories," *Australian Journal of Reading*, v8 n2 p14-20 Mar 1985.

Shows that, despite discussions of sexist stereotyping in children's literature, student teachers wrote stories containing those stereotypes. Concludes that student teachers need to be made aware of the influence of male-dominated language and of male versions of experience on themselves, their students, and the literature available for classroom use.

Luke, Allan; and others. "The Selective Tradition in Action: Gender Bias in Student Teachers' Selections of Children's Literature," *English Education*, v18 n4 p209-18 Dec 1986.

Reports on a study intended to discover the criteria for selecting children's literature and textbooks. Concludes that the teachers' choices were sexist because selected plot conflicts were resolved through male agency.

Osmont, Pip. "Teacher Inquiry in the Classroom: Reading and Gender Set," *Language Arts*, v64 n7 p758-61 Nov 1987.

Describes observations of two British primary school classrooms and how teaching conditions foster or preclude gender-specific reading attitudes.

Smith, Nancy J.; and others. "Making the Literate Environment Equitable," *Reading Teacher*, v40 n4 p400-07 Jan 1987.

Surveys teachers in Texas and Kansas to determine their favorite books for reading aloud to children. Shows that their preferences included twice as many male protagonists as female and that these males were portrayed more positively than the females.

Effects of Sex Stereotypes on Children

Ashton, Eleanor. "Measures of Play Behavior: The Influence of Sex-Role Stereotyped Children's Books," *Sex Roles: A Journal of Research*, v9 n1 p43-47 Jan 1983.

Following exposure to picture books that showed characters playing with either sex-role-stereotypic or nonstereotypic toys, preschoolers chose to play longer with the toys they had seen in the books. The books had a greater effect on girls than on boys.

Gardiner, Sandra Faye Altman. *Children's Sex Role Preferences and Their Like-Dislike Ratings and Comprehension of Sex-Stereotyped Reading Con-*

tent. University of Saskatchewan, Saskatchewan, Canada, 1983. 205 pp. [ED 236 569]

Examines the effects of sex-typed content and sex-role preference on the reading material preferences of fifth grade boys and girls. Explores how high- and low-rated sex-typed reading content and students' gender and sex-role preferences influenced reading comprehension.

Kropp, Jerri Jaudon; Halverson, Charles F. "Preschool Children's Preferences and Recall for Stereotyped versus Nonstereotyped Stories," *Sex Roles: A Journal of Research*, v9 n2 p261-72 Feb 1983.

Of four stories, preschool girls liked one with a female character and feminine activity best, and one with a male character and masculine activity least. The reverse was true for boys. Measures taken a day later showed that children recalled more about stories they had liked least the day before.

Scott, Kathryn P. "Effects of Gender-Fair Instructional Materials on Fourth, Seventh, and Eleventh Graders' Attitudes and Understanding." Paper presented at the Annual Meeting of the American Educational Research Association, 1983. 20p. [ED 232 947]

A study of 171 students in 4th, 7th, and 11th grades sought to determine (1) the impact of male main characters and story interest; (2) the impact of traditional and nontraditional stories on reading comprehension; and (3) the effect of age on sex-role attitudes, story interest, and reading comprehension.

Focused Access to Selected Topics No. 14
a FAST Bib by the
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Use of Metaphor in Science Education

by Roger Sensenbaugh

Metaphor can be a powerful tool in learning difficult or unfamiliar concepts, especially in science and science-related fields, but it can also be misused. Metaphor is like a rubber band: stretch it too far and it breaks. Overusing a simple metaphor or using incorrect metaphors can lead to deep-seated misconceptions. Documents in the ERIC database reflect both aspects of metaphor by describing its powerful role in reasoning and creativity, in transmitting concepts from teacher to learner, in presenting difficult concepts to a more general audience and in science education, while also warning of its potential for misuse.

The first section of this *FAST Bib* presents an overview of the role of metaphor in many forms of discourse, especially scientific and technical. The remaining sections deal with specific issues concerning the use of metaphor in science education, writing in the sciences, the cognitive processes of children, and computer terminology.

Overview

Gibson, Walker, Ed. *New Students in Two Year Colleges: Twelve Essays.* National Council of Teachers of English, Urbana, IL, 1979. 136p. [ED 163 503]

Intended for college English teachers, the essays in this collection deal with the teaching of reading and writing to the "new" types of students who are presently attending two-year colleges. One essay argues that all metaphor, in science, literature, and all forms of discourse, functions as a source of real power over the world of things and the self.

Miall, David S. "Metaphor and Transformation: The Problem of Creative Thought." Technical Report No. 300. Center for the Study of Reading, Urbana, IL, 1983. 44p. [ED 237 958]

Argues that a useful place to begin research on the creative processes of scientists and artists is with the response to metaphor.

Ortony, Andrew, Ed. *Metaphor and Thought.* Cambridge Univ. Press, 1979. 501p. [ED 182 771]

Raises questions in a series of 21 essays about the viability of the traditional distinction between the literal and the metaphorical, including metaphor in science and the educational uses of metaphor.

Stanford, Barbara Dodds; Stanford, Gene. *Thinking through Language.* Book Two. National Council of Teachers of English, Urbana, IL, 1985. 114p. [ED 260 435]

Provides training in analytical skills as well as systematic development of intuitive skills by exploring three kinds of relationships and connections: comparisons (especially metaphor and analogy); whole/part relationships; and the creation of new relationships.

Wallenstein, Barry. "Why is Poetry Difficult?" 1977. 22p. [ED 144 055]

Argues that poetry, with its highly metaphorical expressions and compacted form, is much like scientific language, which uses numbers and symbols as tools to get at truths that ordinary discourse is unable to describe.

Science Education

Bell, Beverley, Ed. "Teaching about Animal, Plant, Living. Part 1. Learning in Science Project. Working Paper No. 31." Science Education Research Unit, University of Waikato, Hamilton, New Zealand, 1981. 27p. [ED 236 014]

Presents a guide for teaching activities produced as a result of a Learning in Science Project investigation which showed that children often have quite different meanings for the words "animal," "plant," and "living" than do scientists. Includes contrasting scientists' meanings for these words with the metaphoric and everyday use of the words.

Gamble, R. "Cognitive Momentum," *Physics Education,* v21 n1 p24-27 Jan 1986.

Discusses several aspects of the relationship between teaching and learning with regard to learning hierarchies, stage theory, and the abundant use of metaphor.

Gentner, Dedre. *The Structure of Analogical Models in Science*. Bolt, Beranek, and Newman, Inc., Cambridge, Mass., 1980. 102p. [ED 193 011]

Argues that analogical models can be powerful aids to reasoning and proposes a structural characterization of good science analogy using a theoretical approach in which complex metaphors and analogies are treated as structure mappings between domains.

Kyle, Benjamin G. "The Mystique of Entropy," *Chemical Engineering Education*, v22 n2 p92-97 Spr 1988.

Illustrates qualitative and metaphoric applications of entropy in the areas of cosmology, the birth and death of the universe; life and evolution; literature and art; and social science.

Hewson, Mariana G. A'B.; Hamlyn, Daryl. "Cultural Metaphors: Some Implications for Science Education," *Anthropology and Education Quarterly*, v16 n1 p31-46 Spr 1985.

Considers implications for the learning of orthodox scientific theories of heat by considering the persistence of a cultural metaphor for heat in the Sotho people of Southern Africa.

Pines, A. Leon. "Teaching Scientific Concepts: The Use of 'Bottom Up' and 'Top Down' Strategies Combined with the Use of Metaphors." Paper presented at the regional convention of the National Science Teachers Association, 1979. 19p. [ED 178 353]

Discusses the nature of the development of conceptualrelationships and the structure of concepts. Presents topics with regard to the importance of combining metaphors with two alternative approaches to learning—rote learning and inductive learning.

Rachelson, Stanley Eugene. *An Identification of the Characteristics of Hypothesis Generation in Scientific Inquiry with Applications to Guided Imagery and to the Science Curriculum Improvement Study and Essence Curricula*. Ph.D. dissertation, University of Georgia, 1977. 200p. [ED 139 649]

Investigates the use of guided imagery as an instructional strategy for science teaching to foster the characteristics of the hypothesis generating component of scientific inquiry. Concludes that hypothesis generation is performed by the right cerebral hemisphere and that this generation is synthetic, imaginative, timeless, intuitive, metaphorical, and sudden.

Writing in the Sciences

Anderson, Philip M. "Language Development and Aesthetic Modes of Thought." Paper presented at the Annual Meeting of the National Council of Teachers of English, 1986. 9p. [ED 288 190]

Argues that metaphorical thinking exercises are relevant in scientific and technical writing.

Anderson, Philip M.; Sunstein, Bonnie S. "Teaching the Use of Metaphor in Science Writing." Paper presented at the 38th Annual Meeting of the Conference on College Composition and Communication, 1987. 25p. [ED 281 204]

Describes a freshman writing assignment which encouraged students to use metaphors to think their way through scientific topics, improving their writing skills in the process. Reading material was chosen for its use of metaphors to explain scientific topics. States that students found metaphors made a fluent connection between their personal experience and a scientific model.

Bump, Jerome. "Metaphor, Creativity, and Technical Writing," *College Composition and Communication*, v36 n4 p444-53 Dec 1985.

Explores the use of metaphor and personification in the "classics" of scientific and technical writing, and the current resistance to creativity in scientific writing. Suggests familiarizing students with the role of metaphor in scientific creativity.

Friedman, Alan J. "Contemporary American Physics Fiction," *American Journal of Physics*, v47 n5 p392-95 May 1979.

Discusses the works by six contemporary American novelists that illustrate the current state of "physics fiction." The discussed examples of physics fiction ranged from the fluent and frequent inclusion of the casual, to the elaborate systems of physics metaphors.

Grunig, Larissa Schneider. "Parsimony vs. Redundancy: Competing Principles in Scientific and Technical Writing," *Technical Writing Teacher*, v13 n2 p171-86 Spr 1986.

Reports on a study of the use of metaphor and analogy in scientific writing to determine whether the author's analogical style affected the media attention a brochure received and whether it improved the reader's understanding of the content.

Lott, Clarinda Harriss. "Alternative Shapes in Expository Writing." Paper presented at the 38th Annual Meeting of the Conference on College Composition and Communication, 1987. 9p. [ED 282 248]

Current writing in the sciences challenges the idea that mature exposition is impersonal and unpoetic. Argues that from Bertrand Russell to Lewis Thomas, scientific writing is filled with subjective observation and metaphorical language. Presents suggestions for freshman composition instructors to help students avoid impersonal and unpoetic language.

Molino, Jean. "Metaphores, modeles et analogies dans les sciences (Metaphors, Models, and Analogies in the Sciences)," *Langages*, n54 p83-102 Jun 1979.

Written in French, this article challenges the contention of science that scientific language eliminates figurative language and, instead, demonstrates the relationship of metaphor, models, and analogy to scientific concepts.

Roesler, Glenn R. "Of Fallacies, Ferris Wheels, and Figurative Language: Metaphor in Science and Technical Writing," *Journal of Teaching Writing*, v6 n2 p283-91 Fall-Win 1987.

Assesses the unaccepted use of figurative language in science and technical writing, focusing on objections to metaphor's imputed ambiguity. Proposes that metaphor play a stronger role in conceptualization of scientific and technical ideas.

Worsley, Dale. "Visualization and Objective Observation," *Teachers and Writers Magazine*, v19 n5 p1-3 May-Jun 1988.

Presents some examples (using metaphor and simile) of the way language can express clear visualization and objectivity.

Children

Ault, Charles R., Jr. "Intelligently Wrong: Some Comments on Children's Misconceptions," *Science and Children*, v21 n8 p22-24 May 1984.

Examines the misconceptions of children as indicative of imaginative and perceptive thinking. Presents anecdotes that illustrate the split between realist and relationalist thinking, and the confusion between fact and metaphor in citations from literary works.

Johnson, Virginia. "Fun, Fantasy, and Feeling," *Science and Children*, v15 n4 p21-2.

Gives two science activities designed to stimulate the right brain function and to motivate elementary students, using metaphors.

Kohl, Herb. "Insight: Limits and Symbols," *Teacher*, v98 n2 p22-24 Sep 1980.

Suggests that metaphorical physical examples can sometimes help children understand psychological situations, particularly those concerned with limits, more effectively and with less embarrassment than a direct discussion of behavior. Presents an example which relates pliability or brittleness in an object to the limit of a person's tolerance.

Smith, Deborah C. "Cognitive Processes and Students' Misconceptions in Science." Paper presented at the Annual Meeting of the Northeastern Education Research Association, 1984. 22p. [ED 255 366]

Describes several categories of misconceptions and examines a common elementary science lesson on the water cycle, focusing on places where children might go wrong in their understanding.

Solomon, Joan. "Children's Explanations," *Oxford Review of Education*, v12 n1 p41-51 1986.

Building on the work of Piaget, this article examines how children explain scientific phenomena using simile and metaphor. Demonstrates the difficulty children have in constructing explanations which contain sufficient "semantic distance" to be effective. Contends that comparison as explanation may bid for a place among the basic "processes" of science education.

Solomon, Joan. "Children's Explanations." 1985. 13p. [ED 257 675]

Examples of explanations students give during science lessons are used to demonstrate that the use of metaphor and simile is one of a number of very different modes of explaining.

Watts, D. Michael. "A Constructive Alternativist View of Children's Science." Paper presented at the 4th International Congress in Personal Construct Psychology, 1981. 23p. [ED 230 365]

Explores the complex structure and organization of ideas and meaning that children bring with them to their science lessons. Suggests that children are more concerned with construing situations and events and that, in their flow of language, they fail to limit the implications of their words or appreciate the metaphors of physics.

Computer Terminology

Holz, Josephine R. "Trends in Popular Magazine Depictions of the Computer." Paper presented at the 75th Annual Meeting of the Eastern Communication Association, 1984. 23p. [ED 243 159]

Examines the metaphors or analogies that involved the attribution of human characteristics to computers appearing in popular magazines from the 1940s through 1969.

Kilpatrick, Jeremy. "Reflection and Recursion," *Educational Studies in Mathematics*, v16 n1 p1-26 Feb 1985.

Explores how the computer as a metaphor affects our understanding of the processes of learning and teaching. Describes reflection and recursion in mathematics and their roles in thinking and learning.

Nilsen, Don L. F. "Live, Dead, and Terminally Ill Metaphors in Computer Terminology, or Who Is More Human, the Programmer or the Computer?" *Educational Technology*, v24 n2 p27-29 Feb 1984.

Discusses the metaphors and personification present in terminology which describes the computer and its functions, and asserts that computers are becoming so personified there is little difference between terms associated with humans and computers. Also suggests that programmers are becoming less human.

Peelle, Howard A. "Computer Metaphors: Approaches to Computer Literacy for Educators." International Council for Computers in Education, University of Oregon, Eugene, OR, 1984. 49p. [ED 240 704]

Examines various metaphors educators might use to help students develop computer literacy. Concludes that educators must think about how to go beyond metaphor to a more substantial understanding of computer science and information theory.

Weiner, E. Judith. "Computational Considerations for the Processing of Explanatory Literal Analogies and Expressive Metaphors," *Computers and the Humanities*, v21 n2 p91-101 Apr-Jun 1987.

Presents a model of the structure of logic considered necessary for computer processing of metaphorical language. Formally states and diagrams the algorithm for metaphors, isolating domain distance, predicate inequality, and hyperbole as particularly important factors. Distinguishes explanatory literal analogies from expressive metaphors, concluding that their relation to one another is more important than the relation between metaphors and similes.

ERIC/RCS

A Profile

ERIC

Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

ERIC/RCS

Clearinghouse on Reading and Communication Skills

THE ERIC NETWORK

ERIC, the Educational Resources Information Center sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education, is a national educational information system designed to do the following:

MAKE AVAILABLE hard-to-find educational materials, such as research reports, literature reviews, curriculum guides, conference papers, projects or program reviews, and government reports.

ANNOUNCE these materials in *Resources in Education (RIE)*, a monthly journal containing abstracts of each item.

PUBLISH annotations of journal articles in *Current Index to Journals in Education (CIJE)*, a monthly guide to current educational periodicals.

PREPARE magnetic tapes (available by subscription) of the ERIC database (*RIE* and *CIJE*) for computer retrieval.

CREATE products that analyze and synthesize educational information.

PROVIDE a question-answering service.

Most of the educational material announced in *RIE* may be seen on microfiche in one of the more than 700 educational institutions (college and university libraries; local, state, and federal agencies; and not-for-profit organizations) that have complete ERIC collections. It can also be purchased from the ERIC Document Reproduction Service (EDRS) on microfiche, a 4" x 6" microfilm card containing up to 96 pages of text; or paper copy, a photographically reproduced copy.

Journal articles announced in *CIJE* are not available through ERIC, but can be obtained from a local library collection, from the publisher, or from University Microfilms International.

ERIC/RCS

Where would you go to find the following kinds of information?

Suggested activities and instructional materials to teach elementary school students listening skills.

Instruction in writing that focuses on the writing process.

A list of suggestions for parent involvement in reading instruction.

Your answer should include the **ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS).** Each year ERIC/RCS helps thousands of people find useful information related to education in reading, English, journalism, theater, speech and mass communications. While we cannot meet every educational information need, anyone with a strong interest in or involvement with teaching communication skills should look to ERIC/RCS as a valuable resource.

The ERIC/RCS Clearinghouse is now located at Indiana University, in Bloomington, Indiana.

Write or call ERIC/RCS for the following information:

- How to submit material for inclusion in the ERIC database.
- How to conduct manual or computer searches of the ERIC database.
- Where to get an ERIC computer search.
- Which organizations and institutions near you have ERIC microfiche collections.
- To obtain a list of ERIC/RCS publications.

ERIC/RCS PUBLICATIONS

These publications represent a low-cost way to build your own personal educational library and are an excellent addition to a school professional library. They are the results of the clearinghouse's efforts to analyze and synthesize the literature of education into research reviews, state-of-the-art studies, interpretive reports on topics of current interest, and booklets presenting research and theory plus related practical activities for the classroom teacher.

ERIC/RCS FAST BIBS (Focused Access to Selected Topics): abstracts or annotations from 20-30 sources in the ERIC database.

ERIC/RCS NEWSLETTERS concerning clearinghouse activities and publications, featuring noteworthy articles for communication skills educators.

ERIC DIGESTS with information and references on topics of current interest.

ERIC/RCS SERVICES

As part of its effort to provide the latest information on education research and practice, ERIC/RCS offers the following services:

- Question-answering, a major clearinghouse priority along with processing documents and producing publications.
- ERIC orientation workshops at local, regional, and national levels, at cost.
- Multiple copies of ERIC/RCS no-cost publications for workshop distribution.
- Clearinghouse-sponsored sessions at professional meetings on timely topics in reading and communication skills.
- Customized computer searches of the ERIC database. (The charge for this service is $30 for the first 50 citations.)

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Syracuse, NY 13244-2340
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ERIC Clearinghouse on Rural Education and Small Schools
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Institute for Urban and Minority Education
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WOULD YOU LIKE EASY ACCESS TO EDUCATIONAL INFORMATION?

If you are involved in graduate studies, developing and evaluating programs or curricula, designing a new course or revamping an old one, writing a report, or any of countless other projects in the areas of reading, English, journalism, speech, or drama, then you already know how important it is to locate and use the most relevant and current resources. And if you have not been using ERIC, you have been missing a lot, simply because *many resources in the ERIC database are not available anywhere else.*

These resources cover all areas of education, including research reports, case studies, bibliographies, surveys, government reports, curriculum guides, teaching guides, program descriptions and evaluations, instructional materials, course descriptions, speeches, and conference reports.

Currently about 700,000 document abstracts and journal article annotations make up the ERIC database, which grows at the rate of approximately 30,000 entries per year. In order to make these resources more accessible to you, the ERIC Clearinghouse on Reading and Communication Skills offers a computerized database search service.

WHAT IS THE DIFFERENCE BETWEEN A COMPUTER SEARCH AND A MANUAL SEARCH?

The computer is much faster and far more efficient. Some highly complex searches that a computer can do in minutes would be virtually impossible for a person to do using the ERIC indexes *Resources in Education* and *Current Index to Journals in Education*. The computer offers the opportunity to search under several index terms at the same time

HOW DOES A COMPUTER SEARCH WORK?

ERIC uses a coordinate indexing system, with each document indexed under as many as 12 index terms, or "descriptors." These descriptors identify the educational level and content areas of a document. A computer search involves combining the descriptors for the specific search question into a search statement, which is then entered into the computer. Those documents that meet the requirements of the search statement are retrieved.

WHAT DO I GET?

You receive a printout of ERIC references that include complete bibliographic citations, annotations of journal articles, and 150- to 250-word abstracts of documents on your topic.

WHAT DOES IT COST?

The minimum charge for a customized computer search is $30 for up to 50 journal citations and/or document abstracts, plus $.10 for each additional reference. This fee includes handling and mailing. You will be billed for the cost upon completion of the search.

HOW LONG DOES IT TAKE?

Generally, the time from our receipt of your request to your receipt of the printout is two weeks.

WHAT DO I HAVE TO DO?

No prior knowledge of computers or computer searching is necessary. A member of our staff can help you define your search question. Our knowledge of the ERIC database, especially in the areas of reading and the other English language arts, can be an important aid in developing a successful search.

If you would like our clearinghouse to run a computer search on a topic of your choice, fill out and return the attached order form. If your question needs further clarification, a member of our staff will call you before conducting the search.

COMPUTER SEARCH SERVICE ORDER FORM

Name _____

Position _____

Organization _____

Street _____

City _____ State _____

Zip _____ Phone _____

Purpose of search:

Education level _____

Format (circle one):

Research reports	Journal citations only
Practical applications	Document abstracts only
Both	Both

Known authority in field (if any) _____

Possible key words or phrases:

Restrictions: Year(s) _____

Monetary _____

Statement of search question:

ERIC/RCS

ERIC in Print

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Searching ERIC in Print

ERIC (the Educational Resources Information Center) is an information resource designed to make educational literature easily accessible through two monthly bibliographic publications: *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. By following the steps below, individuals can quickly locate literature for their specific educational information needs.

1. **Phrase Your Question as Precisely as Possible.** Then list the key concepts of that question in as few words or phrases as possible.
2. **See If Your Indexing Terms are Listed in the** *Thesaurus of ERIC Descriptors*. If they are listed, look for other descriptors that come close to matching your terms. To help you in this procedure most descriptors are listed with a display of cross-references to other descriptors, including narrower terms (NT); broader terms (BT); and related terms (RT) within the same area of classification.
3. **Go to the Subject Index Sections of the Monthly, Seminannual, or Annual Issues of *RIE*.** Read the titles listed under the descriptors you have chosen and note the six-digit ED (ERIC Document) numbers for those documents that seem appropriate for your information needs.
4. **Locate and Read the Abstracts of These Documents in the Main Entry Sections of the Monthly *RIE*s.** Main entries are listed consecutively by ED number.
5. **To Find the Complete Text of the Document, First Examine the Abstract to See if It Has an EDRS Price.** If it does, the document is available both in ERIC microfiche collections (which are owned by over 700 libraries nationwide) and through the ERIC Document Reproduction Service (EDRS) in Virginia. EDRS ordering information is given in the back of every RIE. If the document is not available through EDRS, it is due to copyright restrictions placed on the document by its author or publisher. In these cases, ordering information will be given in the document abstract in a note labeled "available from."
6. **If You Have Trouble With Your Search** (e.g., the documents are not exactly what you want or you find no documents), return to steps one and two, checking your search terms. You also may want to ask your librarian for assistance in identifying descriptors.

If you want to expand your search to include journal articles, use *CIJE* in addition to *RIE*. Remember, however, that copies of journal articles are not available from EDRS. If you want to read the complete article, you must obtain the journal from a local library, the publisher, or University Microfilms International.

A. A kindergarten teacher has been asked by some of his neighbors who have preschoolers if there is anything they can do at home to help their children get ready for writing in school. The teacher decides that the key concept involved is Writing Readiness.

B. The teacher checks that term in the *ERIC Thesaurus* at a nearby university library and finds it listed.

C. Selecting one of the library's volumes of *RIE*, in this case the January-June 1988 semiannual index, *the teacher finds the following documents in the subject index:*

Writing Readiness

Children's Names: Landmarks for Literacy? **ED 290 171**
Integrating Reading and Writing Instruction at the Primary level. **ED 286 158**
Sister and Brother Writing Interplay. **ED 285 176**
Writing Begins at Home: Preparing Children for Writing before They Go to School. **ED 285 207**

D. **ED 285 207** Looks like an appropriate resource, so the teacher finds that ED number in a monthly issue of *RIE "January 1988" in the document resume section:*

ED 285 207 **CS 210 790**
Clay, Marie
Writing Begins at Home: Preparing Children for Writing before They Go to School.
Report No. ISBN-0-435-08452-6
Pub Date 87
Note 64p.
Available from Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50)
Pub type Books (010) - Guides - Non-Classroom (055)
Document Not Available from EDRS.

Descriptors_Case Studies, Family Environment, Language Acquisition, *Parent Child Relationship, Parent Participation, Parent Role, *Preschool Children, Preschool Education, Psychomotor Skills, Reading Writing Relationship, Writing Exercises, *Writing Readiness, *Written Language

Identifiers_*Childrens Writing, *Emergent Literacy, Writing Attitudes

Intended for parents of preschoolers, this book offers samples of children's writing (defined as the funny signs and symbols that pencils make) and attempts to show how parents can support and expand children's discovery of printed language before children begin school. Each of the eight chapters contains numerous examples of young children's drawing and printing, as well as helpful comments and practical considerations to orient parents. The chapters are entitled: (1) Getting in Touch; (2) Exploration and Discoveries; (3) I Want to Record a Message; (4) We Follow Sally Ann's Progress; (5) Individual Differences at School Entry; (6) How Can a Parent Help?; (7) The Child at School; and (8) Let Your Child Read. (References and a list of complementary publications are attached.) (NKA)

E. The teacher notes the price and ordering information for his neighbors. The teacher can then select other *RIE* documents to review from other volumes of the *RIE* index, or check *CIJE* for journal articles on writing readiness.

KEYS TO USING ERIC

Thesaurus of ERIC Descriptors

The *ERIC Thesaurus* is the key to a search of the ERIC database, with approximately 10,000 terms and cross-references in the fields of education. Scope notes serve as definitions for most descriptors. Each document in the ERIC system is assigned several descriptors from the *Thesaurus* that indicate the essential content of the document. Once you have familiarized yourself with ERIC's descriptors and the *Thesaurus*, you have put thousands of pages of educational materials at your fingertips.

Resources in Education (RIE)

This publication prints the abstracts of documents processed and indexed for the ERIC system. About 1000 abstracts from ERIC Clearinghouses appear each month, arranged by ED number in the main entry section of *RIE*.

In addition to the main entry section, each volume of *RIE* contains three indexes. Document titles are listed by subject (descriptor term), author, and institution. Unless otherwise noted, copies of documents abstracted in *RIE* are available from the ERIC Document Reproduction Service.

Current Index to Journals in Education (CIJE)

This ERIC publication directs you to educational articles from over 800 educational journals. Annotations describing over 1400 articles each month are arranged in the main entry section of *CIJE* according to EJ (ERIC Journal) number and are listed in subject, author, and journal indexes. Copies of journal articles annotated in *CIJE* are not available from the ERIC Document Reproduction Service but may be obtained from local library collections, from the publisher, or (in most cases) from University Microfilms International.

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COMPUTER SEARCHES

Over 900 organizations across the nation, including the individual ERIC Clearinghouses, provide computerized searches of the ERIC database. The search strategy—selecting the key descriptors and scanning the documents under those subject headings—is the same as for manual searching. The differences are in time and cost. When you search by computer, you can combine several terms instantaneously for any or all issues of *RIE/CIJE*; in effect, you thumb through more than 200 issues of *RIE* at once. Costs for these services vary; while some institutions offer computer searches at no cost to in-state educators, others may charge from $5 to $300, depending upon the complexity and depth of the search or the kind of feedback requested. Our Clearinghouse can assist you in developing computer search strategy, and can provide information about computer search facilities near you. No prior knowledge of computers or computer searching is necessary.

CUSTOMIZED SEARCHES AVAILABLE

Customized computer searches of the ERIC database will be performed for you by the ERIC/RCS Clearinghouse, if you wish. The charge for this service is $30 for the first 50 citations. If your search problem does not fall within the scope of ERIC/RCS, we will refer your question to one of the other Clearinghouses in the ERIC System, or help you contact the appropriate Clearinghouse directly.

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BOOKS FROM ERIC/RCS FOR LITERATURE TEACHERS

TEACHING THE NOVEL

by Becky Alano

One of the best ways to teach English is by having students read literature written by the best writers of the English language. English is something that we learn not only by doing but also by seeing how others did it well. Becky Alano's *Teaching the Novel* helps you immerse your students in an integrated "language experience" approach to English literature and language. The enjoyment of literature helps to teach the understanding of literature.

Most of the novels in Alano's collection are 20th-century works, such as *To Kill a Mockingbird, The Color Purple, Dandelion Wine,* and *The Chocolate War,* but this volume also includes lesson suggestions for *The Scarlet Letter, Great Expectations,* and *Huck Finn.* All are oft-taught works of interest to middle-school and high-school students. An annotated bibliography leads teachers to related resources in the ERIC database.

The strategic quality of Alano's approach is that she uses these highly readable pieces of fiction to help you teach your students the tools of literary criticism: affective and literal response, understanding narrative, analysis of character, comparison of themes, values clarification, gender stereotypes. In many of the lessons, Alano refers you to other novels that you might also use in connection with the topics of that lesson. No snob, Alano even invites your students to write to "Dear Abby" and to learn how to read Romance novels critically.

TRIED is an acronym for **T**eaching **R**esources **I**n the **E**RIC **D**atabase. A TRIED volume is a set of "tried and true" lesson plans and learning guides designed by teachers for teachers. Each chapter in a TRIED volume has been redesigned for practicality and usefulness from some entry in the ERIC database, the longest-running and largest educational information retrieval system in existence, now containing nearly one million separate items. Because these approaches to teaching have already been tried and tested in the classroom, you can appropriate them for use with your students in full confidence: They are educationally sound, they equip you with the latest and the best ideas, and they work—your students will respond eagerly.

TRIEDs are $12.95 each. New TRIED volumes are being published all the time. The TRIED series now includes the following:

WRITING ACROSS THE SOCIAL STUDIES CURRICULUM

by Roger Sensenbaugh

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CRITICAL THINKING, READING, AND WRITING

by Mary Morgan & Michael Shermis

Encourages reading, writing, and thinking in a critically reflective, inventive way for students both in the lower grades and at the upper levels. Practical classroom activities make critical thinking a feasible goal.

WRITING EXERCISES FOR HIGH SCHOOL STUDENTS

by Barbara Vultaggio

Motivates students to explore creative, descriptive, and expository writing. Introduces the young writer to audience/voice, community involvement, peer editing, collaborative writing, and other basics of good writing.

REMEDIAL READING FOR ELEMENTARY SCHOOL STUDENTS

by Carolyn Smith McGowen

Uses games and reading activities to stimulate imagination, develop reading skills, and strengthen comprehension. For grade school students with reading difficulties.

COMPUTERS IN ENGLISH/LANGUAGE ARTS

by Sharon Sorenson

Shows how to use computers to teach English and language arts at both the elementary and secondary levels. Includes guidelines for word processing skills, software selection, desktop publishing, and getting set up for teachers who might be new to computers.

LANGUAGE ARTS FOR GIFTED MIDDLE SCHOOL STUDENTS

by Susan J. Davis & Jerry L. Johns

Supplies challenging and advanced lessons in a variety of language-arts areas; communication skills, literature, mass media, theater arts, reading, writing. Activities designed for gifted students also work for others.

READING STRATEGIES FOR THE PRIMARY GRADES

by Kim & Claudia Ktz

Enables teachers to accomplish a prime goal of elementary school: making certain of basic literacy. A storehouse of clever ideas—using rhymes, pictures, and students' experiences to begin reading and writing & to build vocabulary and comprehension; story, poem, and semantic mapping; family stories, response logs, oral reading, Whole Language, and much more.

A HIGH SCHOOL STUDENT'S BILL OF RIGHTS

by Stephen Gottlieb

Examines a "Student's Bill of Rights." Students in school, legal minors, constitute a special class of citizens: people with the same civil rights as everyone else, but not quite. Lesson plans explore the U.S. Constitution and other bodies of law, focused on precedent-setting legal cases that have dealt with students' rights when they were contested in the school context. (Copublished with ERIC/ChESS)

WORKING WITH SPECIAL STUDENTS IN ENGLISH/ LANGUAGE ARTS

by Sharon Sorenson

Many teachers worry about teaching LD and other special students "mainstreamed" into their classrooms. Sorenson takes the worry out of teaching language arts to special students. She has redesigned familiar methods to help you organize your classroom; use computers; implement cooperative learning; and teach thinking skills, reading, and writing to students with several kinds of special needs.

* * * * * *

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